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TURNOVER INTENTION AMONG POLYTECHNIC AND COMMUNITY COLLEGE LECTURERS



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UUM
Universiti Utara Malaysia

**MASTER OF HUMAN RESOURCE MANAGEMENT
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POLYTECHNIC AND COMMUNITY COLLEGE LECTURERS**



By

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Master of Human Resource Management**



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Abstract

The aim of this research is to look into the factors that effects the turnover intention among lecturers from the polytechnic and community college. The primary objective of the research is to determine the relationship between the chosen independent variables which are organisation commitment, job satisfaction, job stress and promotion opportunity with turnover intention. The questionnaire method was used to get information from the research sample of 248 respondents from The Higher Educaton Officer Scheme from the polytechnic and community college in the Ministry of Higher Education. The finding of the research shows that all the independent variables organisation commitment, job satisfaction, job stress and promotion opportunity are significantly related with 85.7 percent to turnover intention. This project paper looks at literatures and data regarding employee's turnover which is useful for the Ministry to develop sustainable measures in order to retain their lecturers for the development of the polytechnic and community colleges.

Keywords: *factors of turnover intention, organisation commitment, job satisfaction, job stress, promotion opportunity, polytechnic, community college.*

Abstrak

Tujuan kajian ini adalah untuk melihat kepada faktor-faktor yang mempengaruhi keinginan untuk berhenti kerja dalam kalangan pensyarah politeknik dan kolej komuniti. Objektif kajian ini adalah untuk melihat hubungan antara pembolehubah komitmen organisasi, kepuasan bekerja, stress kerja dan peluang kenaikan pangkat dengan keinginan untuk berhenti kerja. Kaedah soal selidik telah digunapakai untuk mendapatkan maklumat daripada 248 Sampel Pegawai Pendidikan Pengajian Tinggi (PPPT) dari politeknik dan kolej komuniti yang berkhidmat di Kementerian Pendidikan Tinggi. Secara kesimpulannya berdasarkan hasil kajian yang telah dilaksanakan kesemua pembolehubah adalah mempunyai hubungan yang signifikan terhadap keinginan untuk berhenti kerja. Pembolehubah tersebut menerangkan 85.7 peratus terhadap keinginan untuk berhenti kerja. Kertas projek ini melihat kepada kajian literature serta data yang didapati berkaitan keinginan pensyarah politeknik dan kolej komuniti untuk berhenti kerja. Maklumat yang diperoleh boleh digunapakai oleh Kementerian untuk merangka kaedah yang sesuai untuk mengekalkan pensyarah serta membangunkan politeknik dan kolej komuniti seiring keperluan negara.

Kata Kunci: *faktor keinginan untuk berhenti kerja, komitmen organisasi, kepuasan bekerja, stress kerja, peluang kenaikan pangkat, politeknik, kolej komuniti.*

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Declaration

I hereby declare that:

This project paper is the end result of my own work and that due acknowledgement has been given in the references to ALL sources of information be it of printed, electronic, or personal source.

(ASYRAF HAFETZ BIN DAUD)

Student Number: 820287

Date: May 2019



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List of Abbreviations

Abbreviation	Meaning
TI	Turnover Intention
OC	Organisation Commitment
JS	Job Satisfaction
JST	Job Stress
PO	Promotion Opportunity
MOHE	Ministry of Higher Education
SPSS	Statistical Package for The Social Sciences
IV	Independent Variable
DV	Dependent Variable
TVET	Technical and Vocational Education and Training

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION TO THE RESEARCH

Malaysia is one country that is constantly developing, since its independence it has introduced various plans and strategy to create a sustainable country with its own brand. Some of the policies developed and introduced by the government include the National Development Policy, The Privatisation Policy, The New Economic Policy and The Science and Technology Policy all of which are policies directed to the modernisation of the country. The country has long since prepared itself towards leaping into the future by realizing the pillars under the Vision 2020 plan (Wawasan 2020). According to the plan, Malaysia aims to steer the future of the country to become a well developed country with high income status for the people and the country by the year 2020.

One of the plans that were set in the Vision 2020 is to explore and develop the people through education namely the Malaysian Education which is seen through its sixth vision that is to establish a scientific and progressive society (Jabatan Penerangan Malaysia, 2008).

A society that steers and progress to the needs of the future, constantly changing, uses and contributes to the scientific and technology of the future. In an effort to reposition the Higher Education Institutions (HEIs) that would support the Vision 2020 plan, the Ministry of Higher Education has introduced, the National Malaysian Higher Education Strategic Plan (NHESP) beyond year 2020 (Ministry of Higher Education Malaysia, 2007,

2010). The strategic plan that has been outlined encompasses four (4) strategy phases as seen below:

- | | | |
|------|-------------------------------|---------------------------------------|
| i. | Laying the foundation | - a four year plan from 2007 to 2010; |
| ii. | Strengthening and enhancement | - a five year plan from 2011 to 2015; |
| iii. | Excellence | - a five year plan from 2016 to 2020; |
| iv. | Glory and sustainability | - beyond the year 2020. |

The growth and success of any plan or goals set by the government in terms of education is solely depended on the three (3) key elements of the education environment that is the students, the teaching community and its curriculum (Zaman, Jahan & Mahmud, 2014). Without each is a failure towards realizing any objectives planned for the education sector. A well-balanced curriculum that introduces and inculcates the needed education for the students and the needs of the future of the development of the society is vital to make sure the sustainability of any society.

Finding the right balance within the education ecosystem between the three (3) key elements (students, the teaching community and the curriculum) is a challenge to the policy makers which in the end would determine the ability of the students to develop their full potential, have a professional teaching community and a curriculum that incorporates the theoretical, technological, creativity, innovative and the human aspect which is in line with the advancement of the country.

In order to achieve such balance between the key players of the education system, the teaching community must at all times open themselves to new ventures of education and to do so, they require a conducive workplace environment which will help them grow

in terms of knowledge and experience to conduct their profession effectively. The teaching community cannot realise their full potential and ability or be truly committed to their job unless they feel satisfied with their current employment (Nyamubi, 2017).

By being in the state of contentment and satisfied, a person could willingly give more in any task that is given to them (Birkinshaw & Cohen, 2013). This behaviour of giving more would greatly help towards the realization of any strategy and policies developed, not just the objectives of the Vision 2020 but further in terms of highlighting the success of the Malaysian Education to the world.

The total number of universities in Malaysia as of date is at an increasing rate because of the country's intention and aspiration to become the Asian Regions' educational hub (Grapragasem, Krishnan, & Mansor, 2014). This is coherent with most of the Ministry of Higher Education's vision and the country's aspiration which is to further develop Malaysia into a hub for higher education renowned regionally and internationally by the year 2020 (Ministry of Higher Education Malaysia, 2010). Among the policies implemented by the government to achieve the status of a developed nation is to increase the number of higher education institution (Arokiasamy, Marimuthu, Woon & Balaraman, 2014).

Initially, Malaysia started of with one (1) university which is known as Universiti Malaya, when the country achieved its independence from the British rule in the year 1957. Today, however with the expanding and demand of higher education, the number of universities in the country have grown and there are now a total of 20 universities under the governance of the public sector, 4 teaching hospitals, 33 polytechnics, 93 community

colleges and 495 private universities (Department of Higher Education, 2017). These are inclusive of the different branches of local and international universities that opened their university in the country which is seen as separate entities.

The higher education environment in Malaysia has grown so much in terms of strength and recognition in the academic arena locally and internationally. If we look at the achievement over the past ten (10) years, the tertiary education system had achieved a high number of student enrolment locally and from international students which are significant gains. The Malaysian Higher Education Institutions had risen and are more developed in many areas of the global recognition.

Some of the crucial key recognition indicators of the HEI are the increment in number of research publications, growth in registration of innovation patents and guaranteed institutional quality, as well as the higher education institutions becoming a top destination for international students to further their studies (Ministry of Education Malaysia, 2015).

The number of foreign students studying in the country have increased which has greatly improved the education system and at the same time created a new economic revenue opportunity. Most of these achievement of foreign students are a tribute to the efficiency that the management of the international students in the country (Education Malaysia Global Services, 2017).

Table 1.1 portrays the 2017 Malaysian University Rank in the Quacquarelli Symonds (QS) University Ranking. Below that in Figure 1.1 shows the current achievement of the country's higher education.

Table 1.1
QS 2017 Malaysian University Rank

Rank	University
133	Universiti Malaya
270	Universiti Putra Malaysia
288	Universiti Teknologi Malaysia
302	Universiti Kebangsaan Malaysia
330	Universiti Sains Malaysia

Source: Quacquarelli Symonds Limited (2017)

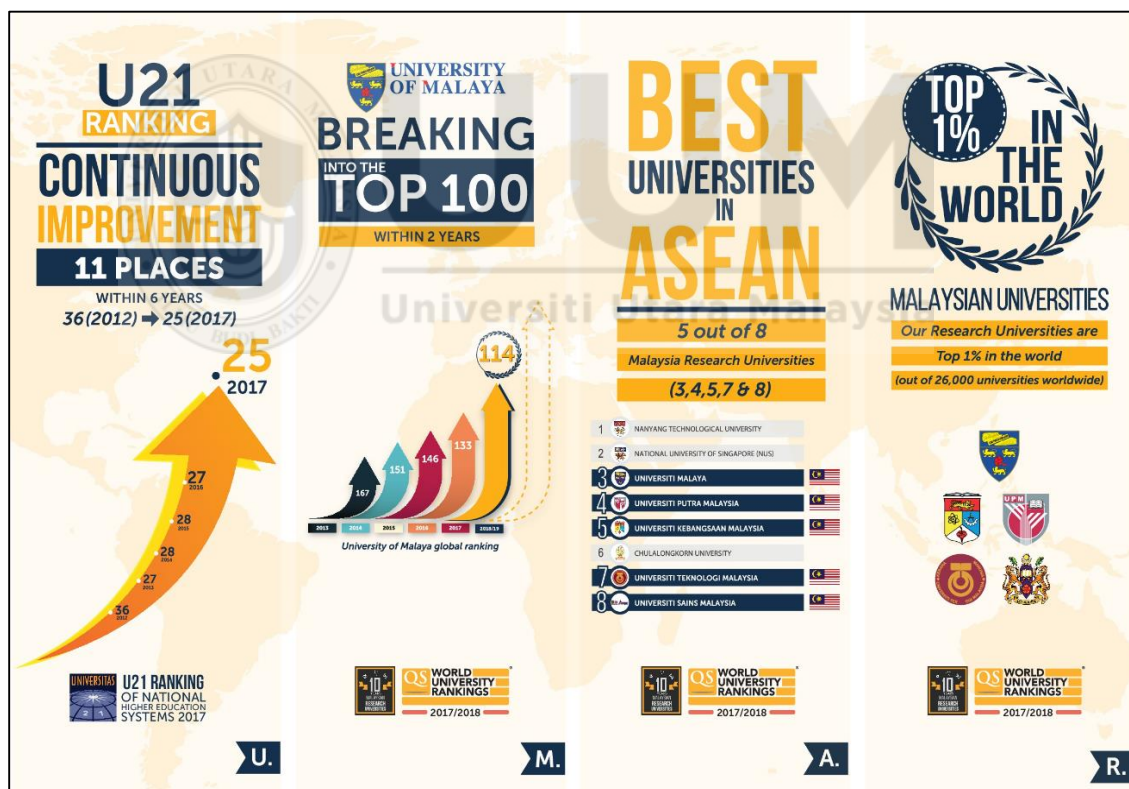


Figure 1.1
Current Achievement of the Malaysian Higher Education
Source: Ministry of Higher Education Malaysia¹

In line with the strategies visioned thru the Malaysia Education Blueprint (Higher Education) year 2015-2025, a set of 10 major shifts that is needed to be addressed within

the 10 year period have been identified by the Ministry of Higher Education in its effort to realign and redesign the Higher Education structure for 2015-2025. In order for Malaysia to realise its aspiration to become a well developed country and a high income status nation, the government through the Ministry has seen fit that certain measures should be taken to upgrade the higher education sector this is because in order to develop the human capital needed by the country education plays a major role in contributing towards making that aspiration possible (Othman & Mohamad, 2014).

The newly developed policy by the government which is the Economic Transformation Programme (ETP) is focused mainly on strategies to enhance and address issues regarding the human capital capabilities and the needs of the 12 National Key Economic Areas (NKEAs) as well as developing the strength and skills of the Malaysian labour force in line with the needs of the workforce (Performance Management & Delivery Unit (Pemandu), 2013).

Implemented under The Human Capital Development (HCD) strategy is the initiative namely the Strategic Reform Initiative (SRI) of the Malaysian workforce, under this initiative the workforce will go on a knowledge transformation which will expose them to upskilling and reskilling programmes. This policy undertakes two (2) approaches in order for the government to build a workforce that is highly sufficient in terms of their skill to fulfill the needs of the various sectors and industries which is suitable for the status of a high-income nation. The measure comprises the upskilling of NKEA-specific manpower and conducting programmes that provide training for the workforce (Performance Management & Delivery Unit (Pemandu), 2013).

A workforce that is sufficiently skilled is achieved through innovative thinking and intellectual capabilities. A higher education institution's success rate is determined by the capabilities of the lecturers as they play an important part by serving as the core necessity to every aspect of the development of the education's institution. (Choong, Keh, Tan, & Tan, 2013).

Therefore, in conjunction with the efforts of the government to further promote Malaysia as an educational hub in the region, the important roles played by the lecturers should not be overlooked. The academic staff should be retained by offering reasonable remunerations and benefits. Khan, Ahmed, and Sarker (2010) argues that dissatisfaction among most of the lecturers these days is the reason behind the high turnover rate among lecturers.

Academicians now are becoming one of the most vital assets to the nation in its effort to produce the highly skilled and capable graduates which are more holistic needed to build the nation's future. Hence, academicians are very essential to the Malaysian Higher Educational Institution in realizing the government's agenda, especially towards the growth of human capital with the acceptable level of knowledge, skills and good moral values.

Thus, the determinants in which effects turnover intention needs to be addressed in order to avoid academicians' have any intention to leave the organisation that they are employed in. This effort are deemed important to be revealed and taken into action to prevent and managed properly especially in public educational institution (Saraih, Aris, Sakdan & Ahmad, 2017).

Their dissatisfaction is mainly seen to have relation to issues concerning job security, supervisory support, compensation benefits satisfaction, job autonomy, KPI achievability, and overall job satisfaction (Rathakrishnan, Imm & Kok, 2016). Due to the continuous outflow of lecturers in a higher education institution, it contributes a lot to the disruption of the student's academic chart and at the same time breaks continuity in the teaching-learning process environment, other effects of the outflow of lecturers includes the declining of the performance of lecturers due to stress, burnout or even increase of workload which brings with it a lot of negative impact on the quality of the education (Rahman & Chowdhury, 2012).

1.2 BACKGROUND OF THE RESEARCH

Globalisation, a 21st century terminology, describes above all, changes that effects every part of the world. Some of that change are seen in relation to the increase in mobility of both tangible and intangible capital, the markets are integrated, and technology are fast changing – this has greatly presented individual countries in the world with complicated challenges, to compete and face various issues the international world, employees now have to find a different approach to try and develop their country in securing itself a position as a “high-wage, high skill” economy, as opposed to a “low wage, low skill” (Morris, Yaacob & Wood, 2003).

To achieve the develop nation status which is along the line of the Government's vision, the Malaysian institutions of higher education have to recalibrate its policies and strategies to meet the needs and demands of the workforce which hungers for graduates with high talents and personal professionalism which will be vital in the growth towards a

modern and globalised Malaysia in an ever changing world. A lot of work needs to be done to strengthen the fundamentals in term of education to achieve the status of a develop nation.

However, these high aspirations have sparked concern towards a high turnover rate cases being reported of academicians in the institution of higher education (Morris *et al.*, 2003). According to the paper by Jha (2014), it is mentioned that academics in their research have always been interested to explore further on the turnover intention of employees in various sectors of the workforce as precursor of turnover behaviour for the last six (6) decades.

This raises many questions regarding the professionalism of the Human Resource Management in dealing with human resource processes which among them are the quality of the recruitment process done by the human resource of the organisation. The current development status of the workforce in Malaysian universities needs to meet the demands of the current and real-time job setting and, most importantly, the issue of the Government's social and economic vision sustainability and overall viability over the years to come (Morris, *et al.*, 2003).

Traditionally, the process where an organisation looks for the most suitable employee for any position that is offered in any of the organisation is long and tedious, a lot of the human resource planners tend to only focus their attention more on the outward appearance of the job seekers which covers basic aspects of knowledge and the needed skills that the job seekers have which is easier to assess for it is well documented rather than their inward core values and internal determinants to stay on and to serve much longer

in the organisation (Saraih *et al.*, (2017). These core values are most likely not visible and hard to be seen from the first impression.

Many researchers today have executed studies to further indulge to acquire an in depth and more specific information from other perspective view on the subject of turnover intention specifically in the public or private higher education institutions. Some of these researches are as below:

Table 1.2
Major Studies on Turnover Intention in the Higher Education Context

Num	Researcher	Study Topic	Year
1	Choong, Y. O., Keh, C. G., Tan, Y. T., & Tan, C. E.	Impacts of Demographic Antecedents Toward Turnover Intention Amongst Academic Staff in Malaysian Private Universities	2013
2	Arokiasamy, L., Marimuthu, M., Woon, L. F., & Balaraman, R. A.	Career Advancement of Academics in Private Higher Education: A literature Review	2014
3	Azalea, A., & Hua, L. M.	Job Satisfaction and Turnover Intention of Malaysian Lecturers: Public vs. Private	2015
4	Singh, K.	Impact of Job Satisfaction on Turnover Intentions – A Comparative Study of College Teachers of Professional and Non Professional Institutions in Punjab	2015
5	Rathakrishnan, T., Imm, N. S. & Kok, T. K.	Turnover Intentions of Lecturers in Private Universities in Malaysia	2016
6	Mughal, Y. H., Busari, A. H., Channa, M. A., Khan, R. U., Ahmad, Z., Safdar, M. Z., Naz, H. & Khan, M. U.	Level of Job Satisfaction and Turnover Intention among Academicians	2016
7	Saraih, U. N., Aris, A. Z. Z., Sakdan, M. F. & Ahmad, R.	Factors Affecting Turnover Intention Among Academician in the Malaysian Higher Educational Institution	2017

The Malaysian Government stated that by the year 2020 the nation is able to secure its place amongst the industrialised countries. This vision was well received by all sectors and gained valuable support from all of the Government agencies and the private sector. They have been seen to help facilitate missions and mobilize the vision. Rebranding of new strategies and policies have been made work process and regulations needs to be revised and redrawn by institutions of higher learning in Malaysia in line with the Government's call for a high demand of graduates with high calibre and professionalism that will be very important in the expansion of the country towards a modern economy.

However, the Government has often seen to express its worries towards the high number of turnover rate among the academic staff in higher education institutions which has always been a major concern of among the Ministry of Education and the higher education workforce. New changes needs to be done in the aspects of managing human resource and developing human resource, standards of recruitment need to be set and human resource personnel need to be equip with needed knowledge for them to exercise their professionalism in human resource (Morris *et.al*, 2003).

Recent researches on matters regarding career of academics in public or private universities, focuses a lot on their career advancement opportunities. This is due to the fact that the career advancement of the lecturers brings about other aspects such as organisation commitment and job satisfaction. The growing number of academicians intake, especially in Malaysia is the result of the efforts undertaken by the country to develop Malaysia as educational hub in the Southeast Asia. This has greatly fuelled such interest from the research community to further look into matters that concerns the wellbeing of the academics (Arokiasamy, Ismail, Ahmad & Othman, 2011).

However, academicians face uncertain career advancement as a result of globalization where in terms of the education sector, academicians faces higher turnover rate challenges due to many reasons such as salary payment which is a fixed payment paid periodically to employee (“salary”, n.d.), job satisfaction, burnout and other factors (Arokiasamy, Marimuthu, Woon, & Balaraman, 2014).

1.3 PROBLEM STATEMENT

One of the challenging issues faced today by the polytechnic and community college is the number of lecturers applying for leave such as, sick leave, half pay leave and unpaid leave. Under the compensation benefits listed for public officers, an employee is given a certain number of paid leave days per year and other benefits that falls under the leave category which includes paid sick leave, extension sick leave, cancer leave and many other forms of leave. A high number of leave application gives impact to the overall running of the institution. Below stated in Table 1.3 is the number of unpaid leave application from 2013 to 2017 (Human Resource Division¹, 2017).

Table 1.3
Data of Unpaid Leave Application from Polytechnic and Community Colleges

Year	Number of Unpaid Leave Application
2013	167
2014	195
2015	250
2016	254
2017	142

Source: Human Resource Division¹

The number of lecturers applying for unpaid leave may seem small and insignificant but it does not include other types of leave application. Considering the total amount of lecturers per institution is limited (Ministry of Finance, 2017) and the leave day approved differs depending on certain cases. The inclination of the lecturers applying for unpaid leave needs to be seen as a threat whether it is due to the working environment or just due to personal reason for it will definitely effect the teaching and learning process of the students. Other challenges faced by the polytechnic and community colleges includes the number of resignation application received by the Ministry as shown in Table 1.4 below (Human Resource Division², 2017). “Resignation”, (n.d.) is the decision to leave a position.

Table 1.4
Resignation Data of Polytechnic and Community College Lecturers

Year	Number of Lecturers Resigned
2013	6
2014	42
2015	34
2016	25
2017	26

Source: Human Resource Division²

“Optional Resignation”, (n.d.) is the act of an employee stating their wish to leave their job. The number of lecturers applying for resignation especially in the public service working environment is rare due to the fact that not many of the public servants seem to want to resign because of the benefits and security of the job. But towards realizing the Ministry’s goals and plans towards developing TVET that has been outlined, it might give somewhat of a problem in the future. Grove, (2015) also mentions that one of the key

challenges faced by the higher education in the United Kingdom is attracting and retaining the best talent.

The number of lecturers resigning now, could effect the future of the polytechnic and community college, recent announcement by the government to limit the number of civil servants in the public service would create a significant problem in term of staffing. This issue and the attrition rate would have a big impact on the service. The number of public service which is the service backed by the government “public service”, (n.d.) currently is set at 1.6 million (Bernama, 2017) and would continue to stay at the same number as the country is trying to limit the appointment in the public service and become a more leaned service in the size of the public sector (Public Service Department of Malaysia (PSD), 2011). This was mentioned again by the PSD in 2015 under the optimum use of human resources initiatives that the government has decided to control the number of public servants (Public Service Department of Malaysia (PSD), 2015).

Would the decline in number of lecturers give an impact to the development of the polytechnic and community college? Why would the lecturers from a public institution specifically from the polytechnic and community college choose to apply for resignation? Is there an issue internally that should be addressed to stop the rise of such application from being a factor that hinders the development of TVET and life-long learning in the polytechnic and community college.

Another area of concern would be the number of optional retirement application received by the Ministry from the Higher Education Officers. “Retirement” (n.d.) is the act of retiring form a post. The data of lecturers from polytechnic and community college that

applied for optional retirement is as shown in Table 1.5 below (Human Resource Division³, 2017).

Table 1.5
Optional Retirement of Polytechnic and Community College Lecturers

Year	Number of Optional Retirement Application
2013	18
2014	23
2015	31
2016	35
2017	53

Source: Human Resource Division³

According to Bahagian Pasca Perkhidmatan (2005), optional retirement is a form of retirement scheme that is allowed for civil servants whom have attained 40 years of age and have worked for a minimum of 10 years “Optional retirement”, (n.d.). The scheme lets civil servants whom feel that they for any reason at all wished to retire earlier than the compulsory retirement age could do so with retirement benefits. For the civil servants that does not fulfill the required terms for optional retirement whom wish to leave the service needs to apply for resignation. The only difference is that when an employee decides to resign from their post in the public sector, they do not receive any retirement benefits.

The number of lecturers resigning is increasing with year and with the issue of limited appointment of new lecturers by the Public Service Department and the turnover and attrition rate from other factors such as resignation, compulsory retirement, death,

vacant post due to disciplinary actions it gives effect to the teaching and learning process since these lecturers are senior lecturers with at least five (5) years of experience.

Which groups of lecturers are more inclined to leave the service and what are the reasons of these lecturers leaving? The Ministry of Education (Higher Education) and the Department of Polytechnic and Community College Education needs to address these problems before it becomes a trend or a real problem where more and more lecturers see that the service is not benefiting them and perhaps look for other options of employment elsewhere.

No doubt that the education environment is ever changing and that the lecturers need to be fluid and change according to their environment. It is also the right of the employee to tender their resignation, apply for leave and decide to apply for optional retirement for any reasons. But in line with retaining and holding on to the best talents in the service, there is a need to conduct a research solely done to look into reasons why the lecturers especially the Higher Education Officers from the polytechnic and community college choose to leave.

A research to inspect the factors that affects the employee's turnover intention done by Atef, El Leithy and Al-Kalyoubi (2017) on 108 respondents in the local companies in Egypt found out that organisational commitment is significantly correlated with turnover intention and that with higher affective and continuous commitment it is more likely that the employee would choose to stay longer with the organisation. This comes to show that there is a need to conduct a study between the two (2) variable which is organisational commitment and turnover intention to find evidence of lecturers leaving due to

organisation dedication issues. Organisation commitment is a good independent variable to be used in this research.

Further research has been done on organisation commitment with turnover intention where one of the research was conducted by Kaplan, Ogut, Kaplan, and Aksay (2012). Kaplan *et al.* (2012) mentions that organisation commitment is significantly correlated to turnover intention among hospital employees because of the highly critical role that the employees have to play in the healthcare sector. The research by Kaplan *et al.* (2012) was performed on employees in ten (10) private hospitals in the city of Konya, Turkey.

A significant amount of 1,394 questionnaires on job satisfaction were distributed among hospital employees where a total of 362 questionnaires were returned to be analyzed. The research done by Kaplan *et al.* (2012) is conducted to determine the evident relationship that exist between the variables job satisfaction and organisational commitment. The specific sample was chosen because according to Kaplan *et al.* (2012), hospital employees have a high degree of stress in the workplace. In their analysis of the questionnaires they found out that employees with a high job satisfaction portray higher organisational commitment level towards the organisation, this would provide a high motivation towards the employee.

The findings indicated that job satisfaction among the employees was positive and that the research is also significantly correlated with employee's affective commitment. Furthermore, the job satisfaction variable was also found to be positively related to normative commitment. If we look at the previous research done, we can summarize that

employees with high motivation will stay longer in the organisation, we can also assume that the employees especially in the education sector will show outstanding effort to attain the objectives of organisational commitment and by doing so would be most advantageous towards the students and the organisation.

Hassan (2014) conducted a research on the factors that influenced the intention to leave among Technical Employees in Information Technology Organization which is a case conducted on a number of 103 employees from XYZ (M) Sdn. Bhd., he mentions that in most employee turnover intention theories and academic study, the variable job satisfaction has been recognized as one of the major variable in researching matters on employee's decision to leave.

The circumstance in which the person is treated in the organisation has an effect of their inclination to leave the organisation they are employed with. The research done by Hassan (2014) from the Faculty of Business in the Universiti Teknologi MARA, Malaysia backs up a lot of the claims saying that the job satisfaction variable has some sort of significant bond with intentions to leave among employees in any organisation.

Hassan (2014) then further explains that employees are most likely to leave from the organisation if they feel and believe that they are not satisfied with their work. This circumstance is different from when a personnel believes in their perspective that they are being treated in a fairly manner by the management and in the organisation and they also believe that they are getting the expected rewards that they believe should be given to them. In situation like this they are seen to be more dedicated to the organisation and are most unlikely to decide to leave the organisation.

In this matter, an employee's satisfaction with their job will be closely researched since employees do have a high tendency to seek other employment when they are dissatisfied with their current work. This is a norm in the working environment and with this thought the second independent variable that is chosen to be included in the research on the turnover intention of the lecturer from the polytechnic and community college is job satisfaction. Research will focus on finding the relationship that exist between the independent variable job satisfaction and the dependent variable turnover intention.

A study of professional in the Information Technology (IT) sector working in India on their levels of job stress done by Dhar and Dhar (2010) to determine effects of job stress, their coping process and also their intentions to leave, revealed that a huge amount of occupational stress is faced in the workplace the IT professionals. The study conducted by Dhar and Dhar (2010) examined the job stress levels amongst the information technology professionals, and the method the employees used to work well even when faced with a high level of work stress. The research then gives light on the intentions of the IT professionals in terms of their decision and inclination to leave their organisations. The research was conducted towards a sample of 26 IT professionals working from three (3) different IT companies. The findings of the research include that many of the participants show possibility to leave the organisation.

Dhar and Dhar (2010) found that some of the reasons of the employees having intention to leave are due to the perception on compensation benefit package of the company and poor employee management in terms of job rotation. The research by Dhar and Dhar (2010) also found out that one of the most important moderators is social support which is found to highly improve in releasing stress from the workers. With this research

done it is decided that the third independent variable to be included in this research that will be tested upon the Higher Education Officer would be in determining the Job Stress's relationship with the turnover intention of the lecturers.

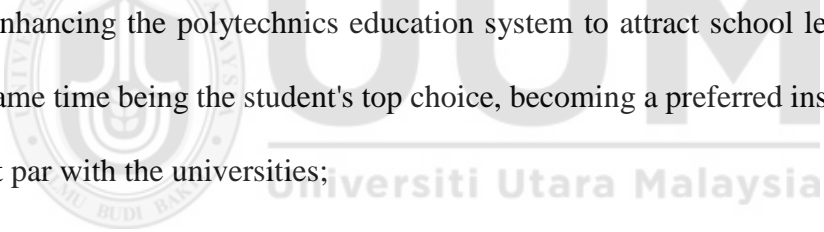
Owhondah, Onuoha and Akhigbe in the year 2016 did a research titled Promotion and Turnover Intentions in Selected Oil Firms in Rivers State on 186 senior employees from 62 selected oil firms. In their research they mention that mostly, employee turnover intention arises whenever the employees have a feeling of dissatisfaction towards their job, factors such as promotion over time have indicated to impact on workers turnover in organisations; hence any strategy that can help an organisation achieve its employees being satisfied could serve as a retention method since it will inhibit them from deflecting. By looking at the findings from this research it is crucial that the variable for promotion opportunity is included to seek the relationship that it has with turnover intention of the Higher Education Officers.

The data collected by the Ministry of Higher Education through its Human Resource Division found out that there is a significant decline of the lecturers in the polytechnics and community colleges due to the employees seeking new employment elsewhere (Ministry of Higher Education Malaysia², 2017). The significant decline in number of lecturers in the polytechnics and community college are seen as a threat to the development of the TVET because most of the lecturers are from those that have higher qualifications and expertise grade DH41 and above (Human Resource Division², 2017).

The Ministry is looking closely at TVET as one of the sector that needs to be well explored and developed TVET is looked into by a committee that runs through six (6) other

ministries (Ministry of Higher Education Malaysia³, 2018), it is so highly impacted that TVET falls under the fourth (4th) shift of the Malaysian Education Blueprint 2015-2025 (Higher Education) which is Quality TVET Graduates (Ministry of Education Malaysia, 2015).

The Polytechnic Transformation Roadmap which has been launched in line with the Malaysian Education Blueprint 2015 - 2025 (Higher Education) is an effort by the Polytechnic Education Department to support the ministry's vision and to preserve the human capital development and at the same time develop the polytechnic's new endeavours. The four (4) highlighted thrusts in the Polytechnic Transformation Roadmap are as follows (Polytechnic Education Department, 2017):

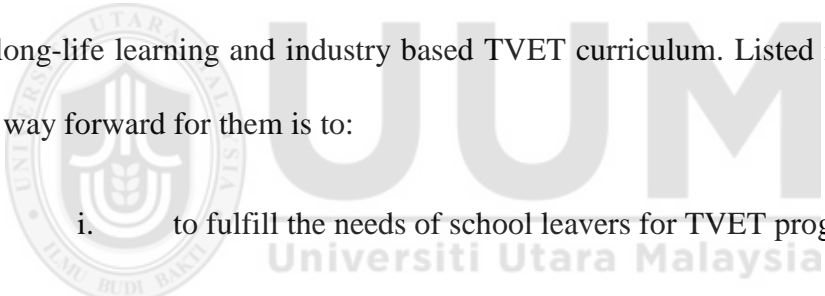
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- i. Enhancing the polytechnics education system to attract school leavers and at the same time being the student's top choice, becoming a preferred institution which is at par with the universities;
 - ii. Highlighting the strength of niche areas by developing programmes and research in various discipline, by doing so emphasizes the different strengths and uniqueness of each polytechnic;
 - iii. Developing skill programs to cater the polytechnic's teaching personnel and support staff with the right skills and competency to exercise their responsibilities in the education ecosystem; and
 - iv. Development of an excellent work culture in the polytechnic ecosystem and rebranding of a corporate image.

The Polytechnic and Community College Education Department (JPPKK), in their strategic plan 2018-2025 have list out new and enhanced plan to further transform the polytechnic and community college in line with the Industrial Revolution (IR) 4.0 the strategic plan is scheduled to be run between two phase:

Phase 1 (2018 to 2020) : spur system improvement

Phase 2 (2021 to 2025) : pushing towards excellence

By the end of the two phases, the polytechnic and community college education will be the leading TVET institution in the region. By the year 2025 they have achieved to become a premier education provider, superior TVET institution, a community that leads through long-life learning and industry based TVET curriculum. Listed in their strategic plan, the way forward for them is to:

- 
- i. to fulfill the needs of school leavers for TVET programmes;
 - ii. to maintain the high level of graduate employability;
 - iii. to make sure the subject matter expert is enough;
 - iv. to increase the efficiency of governance;
 - v. to make sure that the programmes are in line with IR 4.0; and
 - vi. to widen the mode of the program to be more flexible.

With that in mind, the Polytechnic and Community College Education Department (JPPKK) sets out to strategically provide wide access to quality and recognize programmes, empower communities through life-long learning, develop holistic, entrepreneurial and

balanced graduates, capitalize on smart partnership with stakeholders (Department of Polytechnic and Community College, 2018). These vision and missions are a good platform to let the country know that the department is setting up a strong fundamentals for TVET in the country.

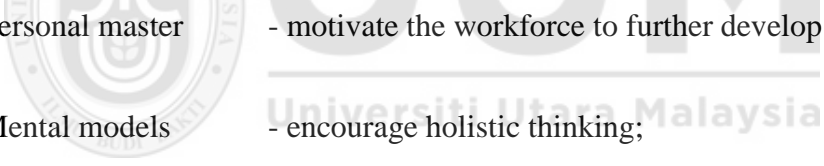
These objectives which have been developed must be supported by the lecturers from the polytechnic and community college in order for it to be achieved. The management needs to promote the buy-in by the lecturers so that they can develop the TVET in the country. A high dedication and commitment towards the organisation is needed to make sure that these strategic road map is a success. Some of the values that listed out in the plan are creativity and innovation, integrity, dexterity and professionalism. Lecturers need to believe in the values and somehow accept and portrays these values as their own. By doing so, we can see that the devotion of the employees towards the polytechnic and community college.

According to the community college empowerment plan 2013 - 2015 developed by the Community College Education Department in the year 2012, it was highlighted in the plan that excellent work culture is the backbone of the organisation. Some of the practice includes a structured organisation, a caring organisation, a thinking workforce and an organisation that communicates well among each other (Community College Education Department, 2012).

This motivating environment creates a good and conducive workplace for the lecturers, it promotes innovation and heightens the quality of governance and service of the community colleges. It shows the commitment of the management towards establishing

the community college as a learning organisation which is the fundamental of the establishment and also in line with the mission towards becoming a life-long learning hub. It shows here that the management of community college has seen the need to instill some values towards increasing dedication of the lecturers and the devotion of the employees towards the organisation.

Management of the community college needs to inculcate and instill some motivating values in the organisation and towards the workforce to make sure that the employees are well prepared for the development of the community college. Those moral values needs to be accepted and believed by the lecturers and made into their own core values in order to increase organisational devotion. This will benefit both the students and management.

- 
- i. Personal master - motivate the workforce to further develop their potential;
 - ii. Mental models - encourage holistic thinking;
 - iii. Shared vision - emphasizing the shared vision that everyone wants to build;
 - iv. Team learning - transforming group learning; and
 - v. Systems thinking - teaching individuals to look from a different angle.

In Malaysia, 50 percent of the content on technical and vocational curriculum is contributed and focused towards the TEVT programmes. Such high focus on TVET is seen as a strategic move in line towards preparing the country for a surge of demand for highly skilled TVET workers to meet the business needs by the year 2020 which was highlighted among one of the 12 National Key Economic Areas (NKEA) identified under the

Government's Economic Transformation Programme (ETP) (Ministry of Education Malaysia, 2015).

The Ministry is engaging closely at TVET as one of the sectors that needs to be well explored and strategically developed, it is so highly impacted towards the development of the country that TVET falls under the fourth shift of the Malaysian Education Blueprint 2015-2025 (Higher Education) which is Quality TVET Graduates (Ministry of Education Malaysia, 2015).

In line with the NKEA targets, the community colleges envisioned to champion TVET and become the center of life-long learning in the country by the year 2025. Their approach looks at developing a workforce that is educated and trained to fulfill the world's demand for trained and skilled workers through TVET and life-long learning (Community College Education Department, 2017).

TVET is one of the crucial sectors that supports the development of the country, it supplies the country with the needed skilled workers that feed the development of the country. This is because many companies find it hard to acquire skilled experienced workers to facilitate the needs of the industry. Between the year 2001 and 2011, in total there were around two million high skill jobs and medium skill jobs that were created which needed to be filled with TVET skilled workers (Ministry of Education Malaysia, 2015). This undersupply of skilled workers has given way to the rise of foreign workers being brought in to work in the country. This high intake of foreign workers have highly effected the country in many social issues such as housing, health and security issues (Nizam, Ahmad & Aziz, 2015).

Up to date, there is an increasing number of institutions in Malaysia that provides TVET programmes. It is recorded that 1,000 institutions of TVET have been set up across the country where 506 institutions from that number are public TVET institution oversee by the Ministry of Education (Higher Education) (Ministry of Education Malaysia, 2015). From that number, 126 institutions are polytechnics and community colleges. This is to show that 12.6 percent of the TVET in the country is contributed from the polytechnic and community colleges.

Some of the initiatives that was outlined in the Malaysia Education Blueprint 2015-2025 (Higher Education) concerning TVET include to increase the quality of the teaching staff and programme delivery structure. The ministry is strategizing a new framework to ensure that the programmes delivered by teaching staff are those whom have the correct skill sets, the right competencies and have mastered the art of pedagogy and are able to “impart and deliver the skills and knowledge the right way” (Ministry of Education Malaysia, 2015).

To be able to compete and become a global TVET player the TVET institutions needs to further highlight itself among the TVET ecosystem internationally. This will ensure that the institution are flexible and are at par with other TVET institutions from other countries. Figure 1.2 shows the current accredited polytechnics under the Asia Pacific Accreditation and Certification Commission (APACC). APACC is a body created under the Colombo Plan Staff College for Technician Education (CPSC) where one of its functions is to build accreditation criteria, run evaluation on teaching and learning mechanisms, its instruments, they also assess TVET institutions in terms of their processes and protocols for the accreditation of TVET status.


Award	Name of School	Country
 GOLD	 Nachimuthu Polytechnic College, Pollachi	 India
 GOLD	 Politeknik Ibrahim Sultan	 Malaysia
 GOLD	 Politeknik Kota Bharu	 Malaysia
 GOLD	 Politeknik Port Dickson	 Malaysia
 GOLD	 Politeknik Seberang Perai	 Malaysia
 GOLD	 Politeknik Sultan Azlan Shah	 Malaysia
 GOLD	 Politeknik Sultan Haji Ahmad Shah	 Malaysia
 GOLD	 Politeknik Sultan Salahuddin Abdul Aziz Shah	 Malaysia
 GOLD	 Politeknik Ungku Omar	 Malaysia

Figure 1.2

2017 APACC Accredited Institutions

Source: Asia Pacific Accreditation and Certification Commission (2017)

Equip with a complete set of plan to address the development of TVET and life-long learning in the country by the year 2025, the next step that the ministry and the Polytechnic and Community College Education Department needs to look into is the matter of manpower that currently serves within the polytechnic and community colleges. This is because the number of staff determines the success running of the plans smoothly. Without which would only leave any plan to be as it is. Challenging issues awaits the Higher Education Officers in the polytechnic and community college that threatens the success of the development of TVET and life-long learning as mentioned in the early part of the chapter.

1.4 RESEARCH QUESTIONS

The research conducted on the turnover intention of the lecturers is to answer the questions below:

- a) What is the level of turnover intention among the lecturers from the polytechnic and community college;
- b) What is the relationship between organisation commitment with turnover intention among the lecturers from the polytechnic and community college;
- c) What is the relationship between job satisfaction with turnover intention among the lecturers from the polytechnic and community college;
- d) What is the relationship between job stress with turnover intention among the lecturers from the polytechnic and community college;
- e) What is the relationship between promotion opportunity with turnover intention among the lecturers from the polytechnic and community college;
and
- f) What is the significant influence that arises between the independent variables organisation commitment, job satisfaction, job stress or promotion opportunity and dependent variable turnover intention among the lecturers from the polytechnic and community college.

1.5 RESEARCH OBJECTIVES

This research is developed to discover the relationships that exist among the independent variables, organisation commitment, job satisfaction, job stress and promotion opportunity with the dependent variable turnover intention. To make sure the research is done constructively these objectives were developed as seen below:

- a) To identify the level of turnover intention among the lecturers from the polytechnic and community college;
- b) To identify the relationship between turnover intention with organisation commitment;
- c) To identify the relationship between turnover intention with job satisfaction;
- d) To identify the relationship between turnover intention with job stress;
- e) To identify the relationship between turnover intention with promotion opportunity; and
- f) To identify the significant influence between organisation commitment, job satisfaction, job stress, promotion opportunity and turnover intention.

1.6 SIGNIFICANCE OF THE RESEARCH

A lot of positive outcome could be gained through this research on turnover intention of the lecturers in the polytechnic and community college, the results and analysis will benefit first and foremost the Ministry of Education (Higher Education). According to Saraih *et al.* (2017), with regards to the determinant factors of employees' turnover intention among academicians from the public educational institution where including polytechnic and

community college which are considered as public institutions still lacked evidentiary weight, therefore it is a very good move to try and research the factors that might influence turnover intention among lecturers from the Higher Education Officer Scheme in the polytechnic and community college.

The findings will allow the Human Resource Division of the Ministry of Education (Higher Education) and the Polytechnic and Community College Education Department to take up the needed and suitable recommendations and find suitable methods of intervention action within the four (4) research variables towards the turnover intention of lecturers in polytechnic and community college which are the organisation commitment, job satisfaction, job stress and promotion opportunities.

With the findings from these four (4) variables on turnover intention, it is hoped that the ministry would have a solid data about factors that are related to turnover intention among the lecturers. The Ministry can strategize a different approach to increase the needed areas under organisation commitment, job satisfaction, job stress and promotion opportunities thus increase the overall contentment level hence alleviate the morale and lessen the number of lecturers that looks for other employment.

Even if this research could not make a big change in the public sector being that it is govern by its own rules and regulation set by other public authority bodies and central agencies such as the Public Service Department responsible for circulating rules, the Attorney General's Chambers which is responsible to regulate rules also the Human Resource Management Division of the ministry and the Polytechnic and Community College Education Department which are responsible to administer the rules in the

institutions can be more aware of the factors that might decrease employee morale. They could brainstorm and find ways to tackle the matter together with the Higher Education Officers.

The results of the research can lead to the development of correctional steps and counter measures to be taken by the employee's representative body with the top management "top management", (n.d.) which in this case are also the policy executives and further research could be done in order to gather input that could be implemented by both the employee and the management.

Considering the high impact of turnover intention on the productivity and the actualization of a person's ability, this research benefits the ministry in terms of identifying key areas that might affect the overall motivation of the employees. Since this study is done in the public sector, the findings might also be useful and could be referred to by other ministries in their hope to retain and keep the best minds in their respective offices for the development of the country and the public service. The reason for employees to leave that might contribute to turnover intention of the organisation could be similar in the public sector thus giving the other ministries a quick look at one of the research that has been done which would benefit them in similar ways it benefits the Ministry of Education (Higher Education).

1.7 SCOPE AND LIMITATION OF THE RESEARCH

The scope of this research is on the polytechnic and community college lecturers in the Ministry of Higher Education. The research will be conducted specifically on the Higher Education Officer Scheme (Skim Perkhidmatan Pegawai Pendidikan Pengajian Tinggi)

that currently works at the Ministry of Education (Higher Education) including the officers that works in the Higher Education Department, Polytechnic Education Department and the Community College Education Department in Putrajaya.

The lecturers from the polytechnic and community college are from the same scheme, which is the Higher Education Officer Scheme (Skim Perkhidmatan Pegawai Pendidikan Pengajian Tinggi) they can be transferred and placed between the two (2) institutions. They can also be placed at strategic positions in the Ministry and the Polytechnic and Community College Education Department in Putrajaya. They can also be promoted to positions from either of the polytechnic and community college institution. They have the same head of service which is the Head Director of the Polytechnic and Community College Education Department.

The four (4) variables that will be researched upon to find the significant relationship towards the lecturer's turnover intention are organisation commitment, job satisfaction, job stress and promotion opportunity. There are a few limitations faced during the research they are as follow:

- i. The survey may well be biased and prejudiced. Hence 100 percent there cannot be assurances on accuracy;
- ii. The research was conducted in a short time span, where the researcher could not widen the study;
- iii. The research was done solely towards the lecturers that are working in the Ministry of Education (Higher Education);

- iv. Accessibility towards the lecturers are limited due to working environment factors; and
- v. Low rate of questionnaires returned due to the respondents lack time to finish completing the questionnaire.

The Higher Education Officer from the polytechnic and community college were chosen for this research because it seems as of today that there are no specific study that was done on them to look at the possible factors that effects their turnover intention. The subject matter is also considered because they are crucial for the development of the nation's TVET, polytechnic and community college plays an important part in developing and nurturing future TVET curriculum and producing high skilled workers that meets the demand.

When most of the lecturers are seen to leave the polytechnic and community college ecosystem to other organisation such as the public and private universities the development of the polytechnic and community college and the production of TVET skilled human capital would be disrupted and hence, becomes a loss to the institution. Lecturers that have experienced are vital to the polytechnic and community college's growth. This raises many questions as to why some of the lecturers choose to leave and with the research done we can see what areas that can be further improved to help maintain the lecturers.

1.8 ORGANISATION OF THE RESEARCH

The project paper consisted of five (5) chapters, the first chapter explains the introduction of the research, background of the research, problem statement, research questions, research objectives, significance of the research, the chapter also covers the scope and

limitations that was faced when conducting the research and finally the organisation of the research mentioned. This chapter covers mostly the purpose of conducting the whole research and why specific elements of the research has been chosen. It lays down all the necessary questions that needed to be answered to make sure that the research is done properly.

The second chapter discusses and explains literature review mainly about the previous findings and research conclusions that was done prior to the current research. In this chapter are detailed explanation of the selected researched independent variables which is organisation commitment, job satisfaction, job stress, and promotion opportunity through literature review. The literature review were extracted from various types of sources from publications of journals, books, articles, documents, proceedings and are used as a reference throughout the entire research. The chapter also holds a summary of the main literature review that was taken as a guide towards facilitating the current research. The chapter is important in showing the facts and previous findings that are related to the research.

Chapter three discusses the research methodology that was used to conduct the research on turnover intention among lecturers from polytechnic and community college. It lists out in diagram form the theoretical framework linking the chosen independent variables organisation commitment, job satisfaction, job stress and promotion opportunity and the dependent variable turnover intention. Here in this chapter are the discussions on the design of the research which among them are the type of research and how the data would be analyzed. The chapter explains the crucial variables used in designing the framework that best suited to the research that took place. The independent variables that

would influence the dependent variables which was researched and concluded by other researchers is discussed and adapted where suitable in this chapter. The hypotheses that were developed prior to the research is also listed in the chapter as well. Other information found in chapter three (3) includes the research design, information on how the research was administered and what type of procedures that was involved in the process of the research will be elaborated. Measurements and the sampling techniques done in this research are also elaborated in this chapter. Finally, there is a summary on the overall methodology that is used in the research.

The fourth chapter contains the generated data analysis output which is extracted from the SPSS. Explanation about the findings that have been gathered through the research methodology and the research questionnaire will be discussed here. Results of analysis such as descriptive analysis, reliability analysis, mean analysis, Correlation coefficient analysis and multiple regression analysis will be included here as well. The chapter also explains whether the hypotheses that were developed earlier could be accepted or rejected. It discusses the relationship that was earlier discusses by previous researchers in the literature review. As a summary chapter four (4) discusses the overall findings and statistical analysis of the research.

The last chapter in the project paper is the discussion, recommendation and conclusions of the research. This chapter consists of conclusions of the research that has been carried out. It also concludes the findings derived from the research. Findings on organisation commitment, job satisfaction, job stress, promotion opportunity. This chapter also covers the limitation faced in conducting the research. Chapter five also provides some recommendation that could be useful as a reference for future studies.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

After completing the introduction part of the research, we now move to the second part which is the literature review. This chapter describes previous literatures of research on turnover intention and also regarding the chosen independent variables which serves as a foundation for this research. Investigation was carried out on existing literature from various sources to search for the relationship between the independent variables (organisation commitment, job satisfaction, job stress and promotion opportunity) and the dependent variable turnover intention and where parts of the previous studies will be stated in this chapter for reference.

A review of the previous literatures related to turnover intention shows that there exist many factors that has been previously researched upon to determine the turnover intention among the workforce as displayed in Table 2.1 below.

Table 2.1
Factor for Turnover Intention

Author	Year	Factor for Turnover Intention
Yurchisin, J., Park, J. & O'Brien, M.	2010	Organisation commitment
Parvin, M. M. & Kabir, M. N. N	2011	Working Conditions Pay and Promotion Fairness Job Security Relation with Co-workers Relation with Supervisor

Table 2.1 (Continued)
Factor for Turnover Intention

Rahman, M. M., Chowdhury, M. S.	2012	Job satisfaction
Choong, Y. O., Keh, C. G., Tan, Y. T., & Tan, C. E.	2013	Gender (Female) Marital Status (Single) Age Group (Age group below 30)
Arokiasamy, L., Marimuthu, M., Woon, L.F., & Balaraman, R. A.	2014	Organisational support
Rizwan, M., Arshad, M. Q., Munir, H. M. A., Iqbal, F. & Hussain, A.	2014	Job Stress Person Organization Fit
Azalea, A., & Hua, L. M.	2015	Nature of work (number of responsibility) Supervisory relationship
Rathakrishnan, T., Imm, N. S. & Kok, T. K.	2016	Compensation package Low job autonomy KPI achievability
Saraih, U. N., Aris, A. Z. Z., Sakdan, M. F. & Ahmad, R.	2017	Organisation commitment
Atef, G., El Leithy, W., Al-Kalyoubi, M.	2017	Organisation commitment

As shown in Table 2.1, various literature of previous studies have shown significant relationship between the chosen independent variable organisation commitment, job

satisfaction, job stress and promotion opportunity with job turnover intention the dependent variable.

2.2 TURNOVER

Turnover is an issue that many management in many organisations now have dealt with for a long time where a large degree of employee turnover may be detrimental to both the organisation as well as the employees (Jha, 2014). This is also mentioned by Hassan (2014) in researching for the factors that could lead to technical employees especially in the information technology organization mentioned that a high level of cases on turnover would bring demise to the organisation direct and indirectly towards cost and profitability. Cited by Hassan (2014) from (Abbasi and Hollman, 2008) that due to turnovers, organisations had to spend a lot of their money for advertising, recruitment, selection and hiring which are expensive.

Basically, the term turnover reflects the inward flow and outward flow in which a staff chooses to leave an organization and that organization then goes through a series of recruitment procedure to replace them (Ologunde, Asaolu, & Elumilade, 2007). Turnover intention however is the intention in which an organization's employee plans to leave their positions or whether that organization plans to remove the employees from their positions. The characteristics of turnover intention, is similar to that of turnover, for it could either be intended or unintended (Curtis, 2017).

Saraih *et al.* (2017) defines turnover as an attempt of the employees to shift to other organisations that they think is better fitting their individual's needs. It is also noted and can be understood to be the intention by the employee to leave the organisation that they

are currently working in. There are many factors that could lead the employees towards the intention to leave the work position. Which according to the paper by Saraih *et al.* (2017) some of the research on determining the contributing factors for turnover are still running frequently. The study by Saraih *et al.* (2017) focuses on several aspects of employees' internal determinants such as Organisational Citizenship Behaviour (OCB), Organizational Commitment (OC) and Organizational Justice (OJ) as the predictors of turnover intention within an organisation.

There are two (2) distinct types of turnover, intentional turnover and unintentional turnover. Characteristics of the unintentional turnover is the type of turnover that is initiated by the management of the organisation (this cases often happens with employees who prefer to stay with the organisation) whereas intentional turnover is the type of turnover that is initiated by the employee themselves (this happen often when the organisation would prefer to keep them but the employee wants to leave) (Noe, Hollenback, Gerhart, & Wright, 2011).

There is a need to differentiate who initiated the turnover is it the management (organisation) or is it the employee. Unintentional turnover is the type of turnover that is initiated by the organisation and often includes low performers and perhaps problematic employees therefore, the organisation may generate better organisational performance after the dismissal (Saraih, *et al.*, 2017).

According to Curtis (2017), generally, turnover creates a lot of monetary and structural problems on the organisation where the turnover occurs, this is why employees are often considered as capital to the organisation. Most times the type of turnover that

causes the organisation to lose money and creates a wormhole in the structure is the voluntary turnover. This characteristic is opposite of the involuntary turnover, in terms of what the organisation could do prior to the situation of turnover to happen. With unintentional turnover, the organisation is able perform sufficient arrangements to lower the cost towards the losses that occur with involuntary turnover.

To reduce turnover intention, organisations can consider offering better and more competitive employee compensation benefit packages among the same line of business, organisations could also focus more on performance and period of occupancy. Nowadays more and more organisations move towards a more employee-centric business which tends to have less cases of turnover intention because the employees feel and perceive that somehow the management takes into consideration their voice and the company values its contributions Curtis (2017).

A general look into turnover intention would see the link that it has with Organisational Citizenship Behaviour (OCB). OCB is a term that includes anything positive and constructive that employees show to their organisation, something that is of the employee's own will, which supports the relationship among co-workers and profits the organisation. Employees whom often engage in OCB may not necessarily be the top performers in the organisation however, they are the ones who are well-known to 'go the extra mile' or 'go above and beyond' the minimum efforts required in their job description (Saraih, *et al.*, 2017).

The organisational citizenship behaviour is synonymous with most of the academicians whether they are teachers or lecturers because they need to engage with

voluntary works (consultation, supervision, engagement) when they need to meet students out of their official working hours.

OCB is a behavior that does not come with the work profile, it is a behavior that comes naturally emitted by the employee when they feel much closer to the organisation that they work with. OCB does not come in the form of any social contract between the employee and the management (Din Mohamed, 2016). This is not a behaviour to be expected and trained in the organisation.

With respect to the education sector, is often looked up high upon the community for the profession of a teacher or lecturer is a noble job of educating the next generation that might increase one's status, help alleviate family hardships and in a wider context prepare the next generation for the development of the country. As mentioned by Shah and Jumani (2015) the most important social institution in a society is the educational organisation.

With a high expectations from the community towards the academicians comes the need to give the extra mile to the organisation and the students (Institute Management in Higher Education, 2012). Organisational Citizenship Behavior could be the benchmark on the satisfaction of the lecturers for it will be a simple observation that a higher morale lecturer, happy and motivated will be more willing to be involved in OCB and by doing so give more effort to the organisation that they work with.

The extra time put in by the lecturers which is out of the normal work hours given by the lecturers and those voluntary works, would it somehow become a burden to the academicians that it may spark their intention to leave the institution? Thus, OCB

engagement and its relationship with academicians' turnover intention, particularly in the context of Malaysian Higher Education Institution should be looked closer into. This is due to the importance of the institution to ensure that academicians with high level of OCB should be remained in order to increase the polytechnic and community college's effectiveness.

Turnover studies branches out to actual turnover and the intent to leave the organization, with much of the research that is being conducted or have been done focuses on the intent to leave (Arshad & Puteh, 2015). It is more accurate if we could really look into the real cases and circumstances in which an employee which in this case lecturers of the polytechnic and community college intends to leave. But the actual turnover is more challenging to study because once organisational members have quit the organisation, they are difficult to trace, and if they are asked to participate in a study regarding their leaving the organisation, the number of respondents participating will be very low (Johnsrud & Rosser, 2002). Most employees that have left the organisations would not give much concern or cooperation to the previous employment office due to the fact that they had to leave.

Looking at the literature of past researches, it is safe to say that the factors that determine the intent of an employee to leave the current employment differs according to the place the research was executed. This is because the reasons to why an employee might choose to leave will determine on the current or track record of that particular organisation. Some employees see that job satisfaction is the main factor, others might want more commitment shown by the management others perhaps look at the growth factor or even the environment or work culture to determine their inclination to leave.

The reasons why an employee decides to leave the organisation could accumulate and come from various possible reasons such as those found evident by prior research like unsatisfactory feeling towards the work, the feeling of detachment between employee and the work that they are entrusted, no participation with the job and low affective feeling towards the organisation, also pressures that come from job position, the behavioral matters by the management and lastly the environment within the organisation (Atef, El Leithy, Al-Kalyoubi, 2017).

Organisations must make sure that for its sustainability, the best brains and talents are retained and developed. These high performers are not only hard to retained, they are usually scouted by other competitors as well. Rizwan, Arshad, Munir, Iqbal, and Hussain (2014) describes this as the undesirable turnover where the skilled and trained workers choose to leave the organisation due to issues related to connection among the management and the superiors. Some of the issues that revolves around the skilled employees to leave the organisation include low coaching and mentoring, position disagreement within the organisation structure and also employees are not oversee leaving them on their own to act and execute their job.

Turnover is usually and often associated with costs this is because voluntary turnover especially would cost the organisation in the form of employee replacement cost for advertising for a new employee search. When an employee decides to leave an organisation, there is a loss to the institution both in money and time. This is due to the effort that was given into developing the employee as a capital to the organisation vanished with the employee leaving the organisation (Saraih, *et al.*, 2017).

Some of the other types of cost that incur for such both involuntary and voluntary turnover are as stated in Table 2.2 below:

Table 2.2
Cost Associated with Turnover

Involuntary Turnover	Voluntary Turnover
Recruiting, selecting, training replacements	Recruiting, selecting, training replacements
Lost Productivity	Lost Productivity
Lawsuits	Loss of talented employees
Workplace violence	

Source: Noe, R., Hollenback, J., Gerhart, B. & Wright, P. (2011)

2.3 ORGANISATION COMMITMENT

When an employee sees that the organisation is attractive, the employee would want to be associated with that organisation where this behavior is called organisational commitment (Yurchisin, Park, & O'Brien, 2010). Mowday, Steers, and Porter (1979) however, defines organisational commitment as the comparative power with regards of the employee towards their connection and participation with that of the organisation that they are currently employed with.

According to Nyamubi (2017), in their research towards the teachers in Tanzania, they found out that for organisation to increase their employee's commitment, they have to overcome the issues of work satisfaction and they should also build positive opinion among employees on the organisation's overall support towards their wellbeing. These

factors are seen to be the crucial attributes that affects the emotions and thinking of the employees.

Cited by Saraih, *et al.* (2017) from Kreiner and Kinicki (2012) organisation commitment is divided into three (3) different components which are emotional commitment, standard commitment and extension commitment (affective, normative and continuance). Being psychologically and emotionally stable with a particular organisation makes the employee choose to retain themselves longer. This feeling of commitment is driven by the fondness that emerge as they connect themselves more with the organisation. Therefore, employees remain employed in the same organisation longer out of their bond which they themselves create as an invisible attachment between them and the organisation.

Organisational devotion by the employees reflects a psychological attachment that an individual identifies with an organisation where an individual whom have less organisational commitment are often eager to quit their job (Kyoo, 2010). The act of organisational dedication can be seen by at least three (3) related factors below:

- i. a high sense of faith and embracement by the employees towards the vision, mission and moral ethics that the organisation has incorporated in the working environment;
- ii. being prepared to give the extra effort in their work and involvement in activities of the organisation; and
- iii. the desire by the employee to be connected longer with the organisation that they are employed to.

Organisational commitment according to Upchurch, Dipietro, Curtis, and Hahm (2010) is the possible connection that could be created among the workers and the organisation that they belong to. According to Upchurch *et al.* (2010), motivation in employees can often bring about an increase in organisational commitment. The research by Upchurch *et al.* (2010) also found out that extrinsic factors, such as money-based encouragements, is seen to possibly help determine the levels of organisational commitment but the extrinsic factors in relations to finding the factor of affective commitment is somewhat limited than those of intrinsic factors.

Based on their study, it is evident that involvement in the organisation exerts a considerable force upon them knowing what is precipitated upon the work. The feeling of job safety or security gives out the highest effect towards the employee giving their all to the job, it gives them motivation to perform better to be able to stay in that particular employment. Working environment as well are seen to be pertinent as one of the factors that makes the employee feel satisfied and to the employee being honoured to be a part of the organisation.

Also included in the definition of organisation commitment from previous literatures, is that it could be mentioned as the magnitude degree of an employee's connection with regards to the organisation. In most cases, that degree of connection towards the organisation can be related to so many different factors such as the employee's trust and appreciation towards the mission, vision and core values of the organisation, the way the duties are performed by the employees on behalf of the organisation and the employee's feeling of wanting to be a part of the organisation (Trofimov, Bondar, Trofimova, Miliutina, & Riabchych, 2017).

To summarize it differently, it could be said that if the bond between the employee and the organisation is good then it shows that there is a good level of commitment by the employees and if the bond between the employee and the organisation is bad then it shows a problematic commitment. Organisation must be equipped with the information and knowledge about their employees, what makes them want to work harder and what makes them feel happy at the same time. Having an employee representative in the organisation might be a good idea for the body would act as a medium between the management and the employees.

2.3.1 Relationship between Organisation Commitment and Turnover Intention

A lot of prior research has found that the most important element that should be included when looking into the factors of employee turnover intention is how far the employee is devoted to the organisation. This is because the perspective of organisation commitment includes aspect of is loyalty to an organization. When an employees is content with their surroundings and the working conditions and that they have faith in the direction that the organisation is going towards, the employee will choose to stay longer with the organisation.

As noted by Gangai and Agrawal (2015) from Mathieu and Hamel (1989) organisation commitment gives effect towards satisfaction of employees, performance and the employees deciding to leave. According to them, there is a significant relationship between employee choosing to leave the organisation, the amount of productivity produced and the employee's happiness. The research by Atef, El Leithy and Al-Kalyoubi (2017) found out that organisational commitment

is significantly correlated with turnover intention and that with higher affective and continuous commitment it is more likely that the employee would choose to stay longer with the organisation.

Perception plays an important part when employees view the organisation's policies and matters regarding their welfare. This happens when employees compare themselves with employees from other organisations of the same business. When they perceive that they are being appreciated for their membership and devotion that the employees will show positive motivation to give even more to the organisation.

To create a good perception towards the organisation, the management needs to learn from other organisation and look into matters that might help boost their employee's buy in towards the internal policies. Organisations need to create awareness and room for the employees to state their views and they need to show that those views are taken into account when making a new policy in the organisation.

Kaplan *et al.* (2012) found out that with an employee that is happy and dedicated to the organisation, this would provide a high motivation towards the employee. With high motivation, the employees especially in the education sector will show maximum effort to reach the organisational commitment objectives and by doing so would be most advantageous towards the students and the organisation. It is best to research and examine the data collected on the effects of job satisfaction and organisational commitment in order to look into why employees choose to

leave the organisation. This might help identify some factors that will lead to the reasons of employees leaving an organisation for being demotivated due to lack of organisational commitment.

With the research on the literature reviews done specifically for the variable organisation commitment there are evidence of linkage between the independent variable with the dependent variable. It is hypothesized that there is a significant relationship between organisation commitment with turnover intention of the lecturers from the polytechnic and community college.

H1: There is a significant relationship between organisation commitment and turnover intention of lecturers from the polytechnic and community college.

2.4 JOB SATISFACTION

Job satisfaction in its own words is the satisfactory feeling and emotion of the employee towards the job that are given to them. It also shows the environment that the employees are in, whether it is conducive or destructive towards the productivity of the organisation. Matters concerning the competence and efficacy of organisations is also closely related to the happiness of the employees. Thus, when investigating on the happiness level among employees it is an acceptable idea that when the employee is happy, the employee should also be successful.

Job satisfaction according to Bakotic and Babic (2013) is how much an employee enjoys doing their job well and it is seen through the preoccupation of the worker with the work that they are entrusted with. Happiness of employees towards their work can also be interpreted as the feeling of comfort and motivating experience that the employee has

which is directly connected to his job. Nyamubi (2017), mentions that job satisfaction is affected by whether the outside world is perceived as supportive or not. The support one receives from other parts of the community gives the feeling of motivation hence increasing the feeling of being satisfied.

Job satisfaction happens when the employee is satisfied mentally, physically and that they are also satisfied with the working environment (Vatsa, 2013). It is also the attitude that the individuals portray regarding their work which consists of a wide scaled factor of contentment as well as an assortment of smaller scaled factors of contentment which are closely related to the work. Job satisfaction can be influenced by many different factors such as supervision, organisation policies and administration, salary and the quality of life.

Kaplan, Ogut, Kaplan, and Aksay (2012) in their work also recites the mentions the close relationship that exist between both employee's satisfaction towards their work and the devotion of employees to the organisation. In their research Kaplan *et al.* (2012) also explains that we can see dedication among the employees when they are happy with the workplace setting and of their work.

According to Parvin (2011), there exist a wide range of reasons that can give effect to the level of happiness an employee has towards their work and towards their organisation. Factors that might become a major player in influencing the employee's happiness at work is mainly the amount of salary and benefits of compensation they receive with their appointment, the seeming of equality of the promotion procedures in the organisation, rules and regulations created in the organisation, the environment in which

they are working in, networking among the employees and with the management also the leadership culture of the organisation and lastly, the nature of work that they are currently employed to do.

Other stimuli towards the employee's happiness comprise of the way the management manages the organisation, the social community within the organisation, opportunity for the employees to be included in any activity surrounding the organisation, level of authorization given to employees to act and the creation of more internal divisions which are independent among each other.

According to the research by Parvin (2011) to keep the employees happy, decision have been made and taken into account the happiness of the employees. Efforts have also been taken by a lot of organisations in order to elevate the level of job satisfaction have adapted many methods related to the human resource aspect which includes job rotation, job enlargement and job enrichment.

Shah and Jumani (2015) mentions in their research that an employee will be truly happy and satisfied with their job when they have completed a certain task given to them. It could also be referred to as the level of needs the employee have towards the work itself. Satisfaction towards the work is shown to some extent when the work done meets the fundamental needs of the employee, this is in line with the core values and hopes set by the employee.

There is a seeming causal connection between job satisfaction and the working environment, some of them are such as mishap, employees not turning up for work, employees leaving the organisation and turnover and the work output rate. Shah and

Jumani (2015) cited from (Luthans, 2005) that labor, salary, career growth and mentoring from superiors are some of the few of the major elements that relates with employee being satisfied with the work.

Pitaloka and Sofia (2014) noted that “job satisfaction is the void between the actual and expected earnings compared by the personnel with relation to others on salary raise and promotion according to the ratio of their devotion and earnings”. Different researchers have different ideas on job satisfaction, Aziri (2011) defines employee’s satisfaction towards their job as the emotion that symbolizes the result that emerge as an outcome of their work. It also shows that the employee is aware that the work meets their physical and mental needs as a human being.

According to Rathakrishnan, Imm, and Kok (2016), job satisfaction is linked to the social exchange theory which they cited from (Xerri, 2012). It is the theory that job satisfaction is based on the intangible social costs and benefits such as respect, trust and caring. Mughal *et al.* (2016) mentions that the satisfaction and the feeling of unsatisfactory towards the work relies on two (2) factors, the characteristics of the work and what the employee expects that the work will provide them. If the anticipation of the employee’s does not meet the work that they are doing then dissatisfaction among them employee will grow.

2.4.1 Relationship between Job Satisfaction and Turnover Intention

Does employee’s satisfaction towards their work have a significant relationship with the employee deciding to leave the organisation? As cited by Shah and Jumani (2015) from (Martin, 2007) the strongest indicator of

employee turnover intention is the level of job satisfaction. As noted by Gangai and Agrawal (2015) as well from Mathieu and Hamel (1989) there is a strong evidence of connection between the employees leaving the organisation with the organisation outcome and their happiness with their work.

Shah and Jumani (2015) in their research also noted the proximate relationship that exists between the employee's happiness with the employee deciding to leave the organisation. Hassan (2014) mentions that in most concepts developed by researchers on the issue of employee leaving the organisation, employee's happiness towards their job is seen to be one of the most crucial variable to forecast the behavior of employees leaving the organisation. The relationship that the variable has towards the turnover intent is crucial. How a person is treated in the organisation also has an effect on their tendency to leave the organisation.

Hassan (2014) explains that a personnel will choose to leave the organisation when they are not happy with the work or the organisation that they are employed to. Perception of being treated well and justly by the organisation and that they find the rewards and benefits policies are well structured among other similar organisation and line of work will lead to the employee choosing to stay with the organisation longer. The level of employee leaving an organisation is increased exponentially when the employees are not happy with their characteristics regarding the job and its surroundings (Rizwan *et al.*, 2014).

This however does not happen when the employee is happy with the organisation. When an employee is happy with the organisation that they work with, they will surely want to extend the association that they currently have with the organisation. This notion is supported by many prior researches. Happiness is crucial in identifying the factors why the employees want to leave the organisation.

Some other aspects of job satisfaction looks at the monetary earnings of the employee. Rees, and Porter (2001) stated one useful way to examine a person's motivation is through the Maslow's Hierarchy of Needs. Maslow proposes that individual needs are stacked in a hierarchical structure. Where the primal needs must be satisfied before people can concern themselves with higher level needs. Material and the sense of security is one of the needs that have been outlined by Maslow in the five (5) stages of human needs.

- i. Stage 1: Physiological
 - Includes hunger, thirst, shelter
- ii. Stage 2: Safety
 - Security and protection from harm
- iii. Stage 3: Social
 - Affection, belonging, acceptance and friendship
- iv. Stage 4: Esteem
 - Factors of recognition and attention
- v. Stage 5: Self-actualization
 - Involves self-satisfaction

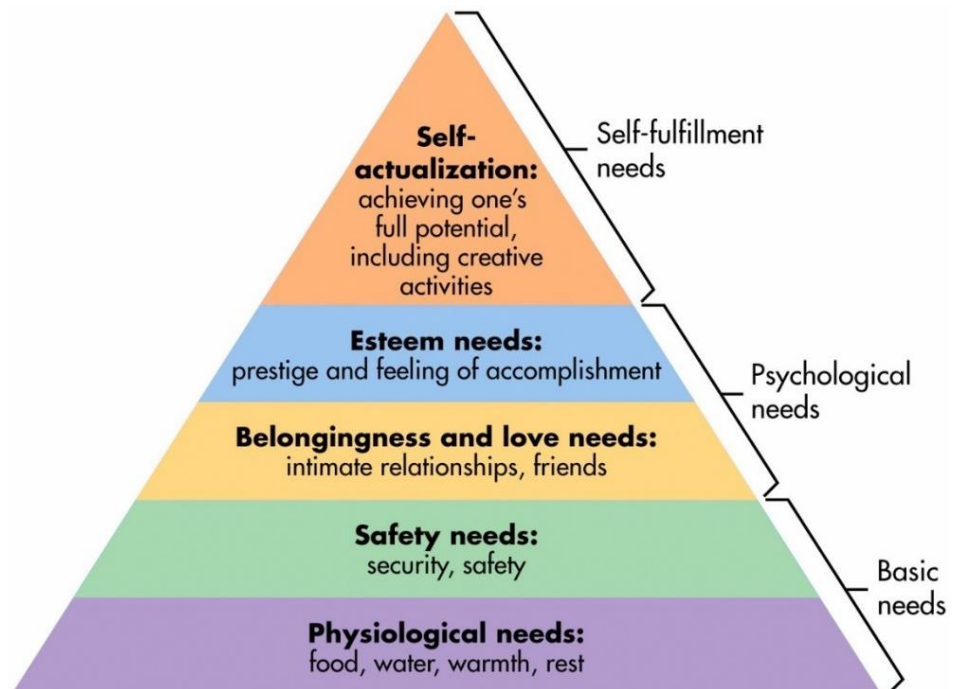


Figure 2.1
Maslow's Hierarchy of Needs
 Source: McLeod (2018)

The Maslow five (5) stage model lists the need of a person to have a decent life, where it could be divided into three (3) parts which is basic needs, psychological needs and self-fulfillment requirements. It is noted by Maslow that a person will be driven to accomplish their required needs as a result of their contentment, these needs however takes precedence of that's over the other requirements (McLeod, 2018). What triggers the positive outlook on work and what gives the employees the extra push to give their very best at their work.

Looking at the Maslow's Hierarchy of Need model, one would achieve their true potential at the highest stage of the hierarchy which is the self-actualization stage. In working as well there are areas that one can

venture into when they become better at their work that they do, more responsibilities and rewards can be given to them, a high self-actualization employee would benefit an organisation that can never be evaluated for they do it voluntarily. Therefore, a specific study needs to be done to examine the connection that satisfaction towards the work have with the lecturers from the polytechnic and community college deciding to leave the organisation.

Does having a higher salary give the employee satisfaction on their work? One of the aspects regarding job satisfaction is the salary satisfaction.

Morris, *et al.* (2003) mentions that aspects of salary and career advancement practice and policies are important to both the management and the employees. These policies will be the reference whenever they compare themselves with policies from other organisation. The opinion that they have towards equality and fairness will help to maintain their dedication towards the organisation.

Since the salary payment in the public sector is not under the jurisdiction of the organisation or even the ministry as it is related to the Ministry of Finance Malaysia's rules and regulations the Public Service Department and circulars on salary payment it might contribute to the factors of dissatisfaction of the lecturers in the polytechnic and community college and it might be one of the reason why they look for another employment. By looking at the satisfaction of the lecturers towards the salary payment we can see whether there is a connection that emerge

between employee's happiness and aspect of salary towards the lecturer's decision to leave the organisation.

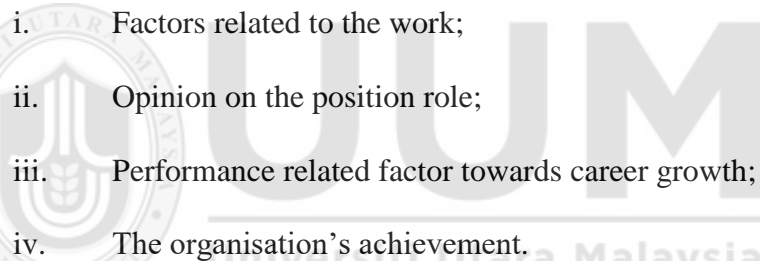
Many discussions have been made prior by various researches that leads to the conclusion that job satisfaction is highly related to turnover intention by employees. Naturally, workers with high degree of unhappiness would be seen to want to leave the work and the organization that they are currently working in (Harvard Business Review, 2016), the feeling of unfairness and unjust in the working ecosystem if left untreated for a long period of time will give the employees undesirable pressures that leads to the intention to leave.

To develop employees that could work on their own with less supervision, be accountable and are responsible to their job is not an easy undertaking. Let alone creating and invoking the sense of commitment within the employee to the organisation needs a lot of cooperation from the management of the organisation.

The importance of job satisfaction is that it could help curb the emergence of many negative consequences that might appear among the employees due to them being dissatisfied with the job. Disciplinary problems such as absenteeism, turnover, sabotage, strikes and the increase number of accidents can have a major effect on the overall running and productivity of the organisation (Shah & Jumani, 2015). A research done on college teachers in Punjab found out that the teachers whom participated

in their research have minimum happiness towards their job due to issues regarding the work and management and this leads to more teachers deciding to leave (Singh, 2015).

To look at this matter in detail, and to get good responses about employee's satisfaction on their job and organisation, we need to look at the overall satisfaction that focuses on the individual satisfaction not the organisation per se (Suma & Lesha, 2013). As noted by Aziri (2011) from Christen, Iyer and Soberman (2006) that job satisfaction should include the essentials of:

- 
- i. Factors related to the work;
 - ii. Opinion on the position role;
 - iii. Performance related factor towards career growth; and
 - iv. The organisation's achievement.

With the research on the literature reviews done specifically for the variable job satisfaction it is evident that there are many issues that revolves around the variable which can be explored and research to prove its relationship. It is hypothesized that there is a significant relationship between job satisfaction with turnover intention of the lecturers from the polytechnic and community college.

H2: There is a significant relationship between job satisfaction and turnover intention of lecturers from the polytechnic and community college.

2.5 JOB STRESS

Work pressure has been said to be important in the research on employee's behavior towards leaving the organisation. Work pressure gives substantial impact towards the employee's performance in terms of their work. The more the pressure and the higher the work could lead to employees being more strain and stressed. The issue of pressures of work currently is high on the research list by organisation that looks to increase production and at the same time trying to figure out factors that effects their employees to leave the organisation.

Organisation that pay attention to this variable could also find the problems that could arise from the organisation structure as well. This is because stress that arise from the work or the organisation could mean that there is a problem internally such as poor staffing or unbalanced structure or line of command. It could also lead to issues regarding the current work environment, policies and regulations and the administration of the organisation.

Pressures of work is more of a mental disposition rather than physical action of the employees (Somers, 2009). Employees that are more affective towards the organisation have lower levels of pressure compared to the employees that are feeling more detached from the organisation. The stronger the feeling of emotional dependency towards the organisation will result to the employees not feeling pressured with their work, thus lowers the thoughts regarding leaving the organisation.

Both the working environment and the social environment plays a pivotal role towards defining the degree of pressures faced by the employee in the organisation. Having

a balanced work and life is very important for it gives out a positive effect towards the overall worker. Both managerial and non-managerial levels are experiencing a work-life imbalance problems. The issues of heavy work load, unhappiness towards the work time, and burdens of work which is interconnected with the employee's work responsibilities are some examples of imbalance problems that arises when the employee does not have a proper work and social life balance (Arshad & Puteh, 2015).

2.5.1 Relationship between Job Stress and Turnover Intention

Organisations can never run away from their operation focus that targets mainly on the monetary aspects of running the organisation and leaving aside the needs of the employees which could be the drive factor of turnover intention (Arshad & Puteh, 2015). Employees whom decide to leave the organisation have been said to accumulate a group of more than one reason before they decide to leave the organisation.

Turnover intention can be a result of a few factors that gives significant impact towards the determination of an employee to apply for resignation or look for another employment. This group of numerous factors which affects the employee's decision to leave the organisation are termed as the thrust and tug (push and pull) factors or the factors of the inner and exterior of the employee.

One of the examples of group factors found by other research includes one by Arshad and Puteh (2015). Arshad and Puteh (2015) in their research they found out that when employees are feeling stressed or

dissatisfied with the organisation they will decide to leave the organisation. Stress which is experienced by the employees is highly interrelated towards one of the most important factor that affects affective feeling of the employees towards the organisation.

Dhar and Dhar (2010) in their work to examine professionals working in India especially in the Information Technology (IT) sector found evidence of the employees being highly pressured with work-related stressors. Findings of the research include that many of the participants show high possibility to leave the organisation. Some of the reasons of the employees having high intention to leave mentioned in their research are due to the perception that they have on compensation benefit package of the company and poor employee management in terms of job rotation.

Extreme exhaustion is a major issue that arises amongst the IT professionals and this feeling was common among them to feel that way. It was found out that a normal day for the IT professional are filled with heavy work tasks. They are faced with everyday situations that requires them to think the whole day long, find solutions towards computational problems and compiling programming errors. To be able to solve this issue, it is crucial that the organisation and the employee to be committed in programs relating to management of stress.

According to a research done by Thaden, Jacobs-Priebe, and Evans (2010), heavy work load occurs the moment the organisation suffers with

lack of staff, it could also happen due to extra work given by the or when the position itself carries a high job volume. As more workers leave the organisation, the remaining workers then are faced with the possibility of getting more jobs. This will continue to happen until the position is filled.

But then, at certain situations, the organisation could also choose to not appoint new employees to fill vacant posts due to policies on cutting down on expenditure or recruitment in terms of downsizing or rightsizing. In this regard, employees are easily stressed and with high stress they would decide to quit, especially during the critical times.

With regard to the recent implementation of the limitation of recruitment by the government in all public offices, the number of new appointment approved by the Public Service Department for the Higher Education Officers have been reduced to a very minimum number of just 120 new appointments for the past three years 2015-2017 (Public Service Department (PSD)², 2015).

The Ministry however was able to secure about 96 new appointments which was approved at the end of 2017 (Public Service Department (PSD), 2017). With the attrition rate of lecturers due to retirement and other turnover factors, the workload of a lecturer has inevitably been increased. Thus, it is crucial to look at factors of job stress which could lead to turnover intention among polytechnic and community college lecturers.

With the research on the literature reviews done specifically for the variable job stress there are evidence of stress related issues that impacts the lecturers to leave the organisation. It is where there third hypotheses is derived where there is a significant relationship between job stress with turnover intention of the lecturers from the polytechnic and community college.

H3: There is a significant relationship between job stress and turnover intention of lecturers from the polytechnic and community college.

2.6 PROMOTION OPPORTUNITY

Organisations could consider to offer their future employment as a contract for a greater flexibility in the organisation in order to retain the professionals that works in their organisation (Hassan, 2014). As employees work towards achieving the organisation's vision and mission goals, they are then given rewards and recognition which is seen to be some sort of appreciation by the organization towards the employees. It is also a method the organisation use to give back to the employees for their contributions towards the success of the organisation.

In this sense, organisations should develop organisational rules which are legislated to give employees both extrinsic (economic) and intrinsic (psychological) reasons to stay at this in return might help reduce employee leaving (Morris, *et al.*, 2003). Mughal, *et al.*, (2016) cited Tsigilis and Grammatikopoulos (2006) saying that career growth of the employee is one of the supplementary features that has encouraging connection towards the employees being satisfied with the job.

2.6.1 Relationship between Promotion Opportunity and Turnover Intention

According to Stahl, Chua, Caligiuri, Cerdin, & Taniguchi, 2009 there are two (2) types of employees in any organisation which are the demand-driven and learning-driven employees and between the two (2) types of employees the learning-driven employees assumes that their potential and opportunity to go further in their career is better rather than the demand-driven employees either with their current organisation or with another organisation. This is proof that most learning-driven employees are the ones that choose to leave the organisation.

With respect to predicting the factors that effects turnover intentions the reason why employees leave is because most of them deal with development issues in the organisation this is due to the fact that they perceive that they would have a better working opportunity available outside of their organisation rather than employees that deal with functional matters of the organisation (Stahl, Chua, Caligiuri, Cerdin, & Taniguchi, 2009).

Morris *et al.* (2003) found out that lower grade employees and the employees that have limited period of employment are the ones that are most interested with the policies regarding career growth in the organisation. Other conclusions of their study pointed out that those who had been new employees are not likely to have been open towards the process of career advancement.

This is because the newly appointed employees, being new in the organisation are not eligible to get a higher position due to the requirement of the current policy on career growth that only employees with a certain amount of years in experience in the organisation are eligible to apply for promotion. This situation would make the new employees feel unhappy with the promotion policy.

According to Morris *et al.* (2003) this situation is also true to the lower structure of the employee hierarchy this is because on some organisational structure there are many employees from the lower grades which commonly are the support staffs in the organisation. This high number of employees in the lower grades has resulted in them having to wait longer in terms of promotional opportunity due to high number of application and limited promotion post available and limited resources of the organisation.

This situation could be different if when the organisation chooses to revamp and restructure the policies for career advancement as it is still not too late for the employees to be able to acquire a higher position as compared to those who are already too late in their service to be promoted to a higher position.

Relating this to the current polytechnic and community college lecturer's promotion system, the new appointees could only apply for a promotion when they have been confirmed in the service which takes from

at least one (1) to three (3) years, have sufficient amount of performance appraisals and have reached the needed level of excellence in performance (Public Service Department of Malaysia, 2010) & (Attorney General's Chambers, (2012).

In the case of the polytechnic and community college lecturers, the circumstances might be similar since the senior lecturers in the scheme would feel that the new promotion system would benefit the younger lecturers where they are used to the previous method of promotion that is the time-based promotion system which was carried out in the initial years of the scheme's introduction.

The new promotion policy which is the excellence based system requires the lecturers to perform according to a specific assessment to be considered the promotion whereas the previous assessment only looks into the performance of the lecturers. They will be assessed through six (6) areas of excellence as stated below (Public Service Department of Malaysia (PSD), 2007):

- i. student management;
- ii. organisation management;
- iii. policy management;
- iv. research, commercialization and consultation;
- v. networking and collaboration; and
- vi. human resource management.

Morris *et al.* (2003) discovered that employees whom have acquired a higher formal education qualification are the category of employees that are less likely to be happy with the policies on career growth of the organisation. This mainly due to the fact that they perceive the academic qualification would boost their chances of getting a better career advancement prospect in the organisation even though the academic qualification is needed for the employees to be appointed for the job in the first place.

As mentioned by Biswakarma (2016), those that does not have possible opportunity to be offered a higher position in the organisation that they work in may actively be looking for a new work in the job market. This may lead to the academicians looking for employment elsewhere, a different workplace that can provide them with a better package in terms of benefit and recognition as per their qualification and contributions in the organisation.

Owhondah, Onuoha and Akhigbe (2016) mentions that mostly, employee turnover intention arises whenever the employees have feelings of dissatisfaction towards their job influences such as promotion over time have indicated to impact on workers turnover in organisations; hence any strategy that can help an organisation achieve its employees being satisfied with the promotion structure policy could serve as a retention method since it will inhibit them from deflecting.

According to Weng, McElroy, Morrow and Liu (2010) employee organisational career growth could be identified by four (4) of the factors below:

- i. personal career goal progress, or the degree to which one's present job is relevant to what they want to achieve and provides opportunities for one to realize their career goals;
- ii. the availability of programmes that are dedicated to professional ability development, or the extent to which the employee is able to acquire new skills and knowledge in their current present job;
- iii. the speed of the promotion timeline, the period of time an employee's perceptions of the rate and probability of them being promoted in the organisation; and
- iv. The growth of employment related remuneration, or the employee's opinion regarding the speed in terms of the amount, and likelihood of them receiving any increment in compensation.

According to their research, all four (4) factors above with respects to career growth that is progress of job mission, advancement of professional skill, the period of career growth and growth of rewards all

have positive impact towards employee's affective organizational dedication. This theory visualizes the idea that the four (4) dimensions of career advancement were positively related to affective commitment of the employees.

This multi-dimensional conceptualization implies that career growth is both a purpose of the employees to exert effort to make improvement in terms of their individual career goal needs and also as a process in which the employees gets new knowledge and ability and that they are given rewards to do so by the employers in terms of career growth and increment of pay.

Promotion opportunity literature reviews shows that there exist evidence of employees leaving the organisation as they perceive that their future is better in another organisation. With that idea, it is hypothesized that there is a significant relationship between promotion opportunity with turnover intention of the lecturers from the polytechnic and community college.

H4: There is a significant relationship between promotion opportunity and turnover intention of lecturers from the polytechnic and community college.

Finally, with all the variables being researched to find its significant relationships, it is hypothesized as well that there is some sort of influence between the independent variable organisation commitment, job

satisfaction, job stress and promotion opportunities with the dependent variable turnover intention thus the fifth 5th hypotheses is:

H5: There is a significant influence between organisation commitment, job satisfaction, job stress and promotion opportunities with turnover intention of lecturers from the polytechnic and community college.

2.7 THEORY ON TURNOVER INTENTION

As mentioned by Rees, and Porter (2001) they stated that one useful way to examine a person's motivation is through the Maslow's Hierarchy of Needs. This can be seen as a perfect theory to examine the needs of a person or in this case an employee to why they result to leaving a certain job or organisation. The need for security, belongingness and fulfilling their highest potential are some reasons to why they seek new employment or choose to leave. This however is one of the theories that revolves around employee turnover intention. Ngo-Henha (2017) in researching for the theories and models that revolves around Turnover Intention looks at eight (8) existing theories which are:

- i. The Theory of Organizational Equilibrium (TOE);
- ii. The Social Exchange Theory;
- iii. The Job Embeddedness Theory (JET);
- iv. The Herzberg Two Factor Motivation-Hygiene Theory;
- v. The Resource-Based View;
- vi. The Equity Theory;
- vii. The Human Capital Theory; and
- viii. The Expectancy-Confirmation Theory.

According to Ngo-Henha (2017) even though there are a large amount of committed cases surrounding actual turnover intention, it is still hard for organisations to determine the real cause in order for them to take needed actions and steps to reduce the number of employee leaving the organisation. Their attitude before the employee decides to leave the organization is totally depended on various variables. Factors surrounding social, economic and psychological between employee and turnover intention aspects needs to be uncovered for future benefits. For the purpose of this research the Job Embeddedness Theory will be further explored.

Job Embeddedness Theory (JET) indicates that the employee have many connections and links within their current workplace or organisation and also within their community setting. Ngo-Henha (2017) cites Zhang *et.al* (2012) which mentions that as the employee feel fully connected to the work that they do and together with their social responsibility this resulted to the employee not wanting a new and unfamiliar environment which in this case losing their current job and position.

This theory highlights the importance of the employee's organisational and community surrounding in determining their decision to leave a certain job. Ngo-Henha (2017) quoted further from Zhang *et.al* (2012) saying that there exist at least five (5) aspects which must be taken into account when linking this theory of Job Embeddedness to the turnover intention of the employee which are the personal values, career aspiration, organisation culture, work scope description and what kind of knowledge and skill the employee has. Other significant scope that could give effects towards the employee leaving might include religious beliefs, weather conditions and also entertainment activities where we can see that these scope surrounds the social well-being of the employee.

Ngo-Henha (2017) mentions that the employee chooses to stay with their current job when if they still feel embedded to their professional and social ecosystem. Where otherwise they are receptive towards feelings and ideas of turnover intention. As cited by Ngo-Henha (2017) on Theuren (2009) the ideology behind the Job Embeddedness Theory is as below:

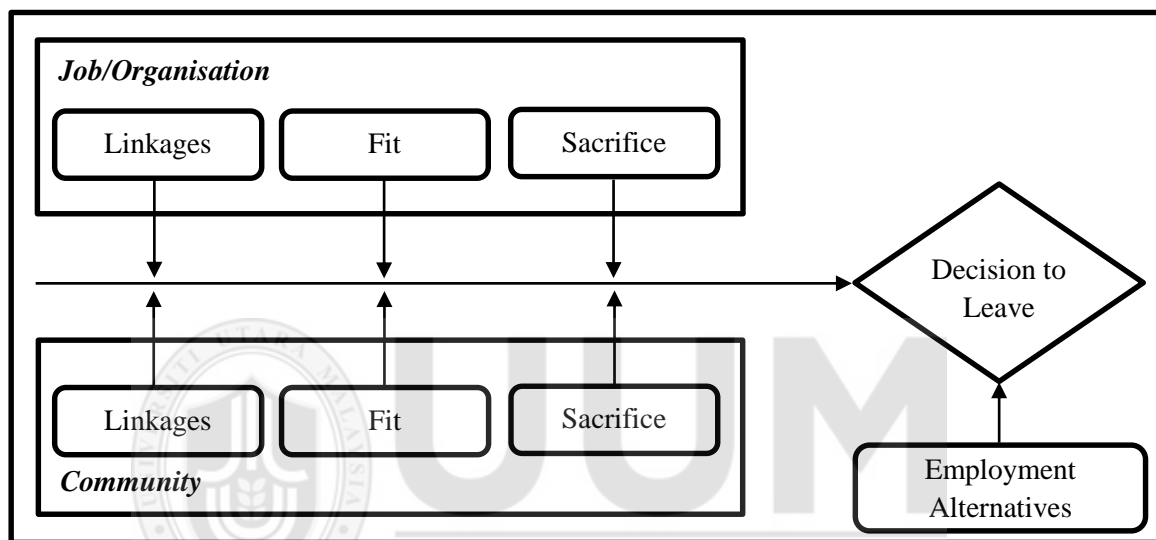


Figure 2.2

Job Embeddedness Theory

Source: Cited by Ngo-Henha (2017) from Theuren (2009)

Job embeddedness Theory according to Ehrler (2018) identifies three (3) major factors that concerns the employee to leave their job. These major factors shows the levels of important basics that indicates the level of linkages that the individuals might have develop among their environment which is social and professional with the organisation that they are currently working in. To understand these factors is crucial in finding the suitable intervention methods and strategies in retaining the talents from leaving the organisation. Those factors are:

- i. Fit - Relationship between employee towards organization values;
- ii. Links - Relationship between the worker with other people and events; and
- iii. Sacrifice - The level of disturbance the employee would have to face if they quit their job.

2.8 SUMMARY

The purpose of this chapter is to present a review of the previous literatures that is connected to the factors of turnover intention that is researched upon that is the organisation commitment, job satisfaction, job stress and promotion opportunity. It gives initial insight to what can be expected regarding the outcome of the research.



CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The methodology chapter contains detailed information on the research methodology which is used to find answers to the research questions. Also included in this chapter are the hypotheses which will be tested in the research. The chapter focuses mainly on subject concerning how the research will be conducted it will look into the research design and what techniques of data collection that will be used.

Besides looking at the research design, methods of testing the hypotheses will also be discussed in this chapter and it will focus on the types of statistical testing that will be carried out in the research. The operational definition of the variables used in this research will be detailed out here as well. Other aspects of the chapter will include the design of sample, the research instrumentation, methods of processing data and also analysis data technique.

The research conducted is the study that looks for the main factors that affects the job turnover intention of lecturers that serve under the Ministry of Education (Higher Education) mainly in the polytechnic and community college. The research looks at turnover intention with the factors of organisation commitment, job satisfaction, job stress, and promotion opportunity. Even though many research have been conducted on the turnover intention of the public or private universities locally or internationally there are no found research done for lecturers in the polytechnic and community college in the country.

3.2 RESEARCH FRAMEWORK

The research framework constructed shows the issues that was laid out in the previous two chapters. The variables organisation commitment, job satisfaction, job stress and promotion opportunity makes up the independent variable whereas the variable that is constant is turnover intention which in this case is the dependent variable. The research framework visualization is presented in Figure 3.1 below.

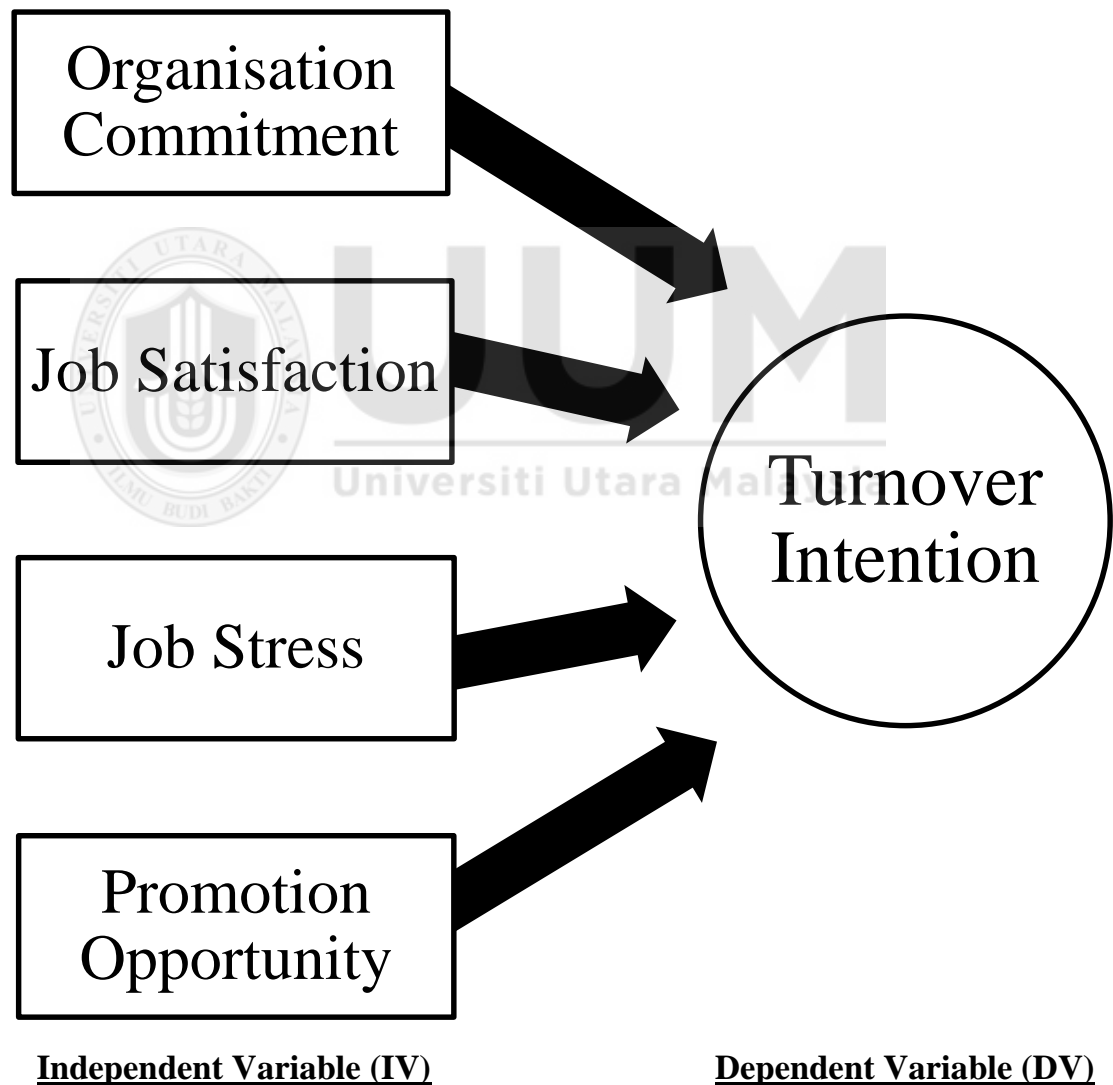
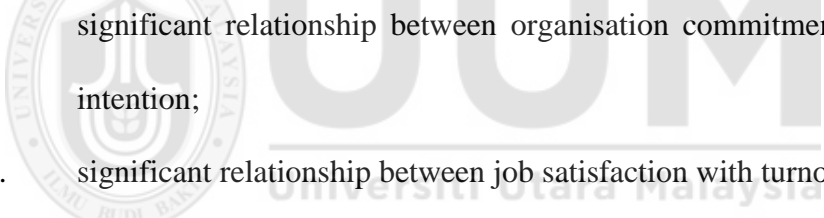


Figure 3.1
Conceptual Framework of the relationship between Organisation Commitment, Job satisfaction, Job stress and Promotion Opportunity with Turnover Intention

The framework shows the idea that the four (4) main independent variables which are the organisation commitment, job satisfaction, job stress, and promotion opportunity has influence towards the turnover intention of the employee. The main objective of the research is to measure the connection that might occur between the Independent Variable (IV) organisation commitment, job satisfaction, job stress and promotion opportunity with the Dependent Variable (DV) turnover intention.

At the end of the research the analysis will focus on determining whether there is a significant relationship between the independent variables towards the turnover intention of the lecturers from the polytechnic and community college. The main idea of the research is to verify whether there seem to be a:

- 
- i. significant relationship between organisation commitment with turnover intention;
 - ii. significant relationship between job satisfaction with turnover intention;
 - iii. significant relationship between job stress with turnover intention; and
 - iv. significant relationship between promotion opportunity with turnover intention.

3.3 HYPOTHESES DEVELOPMENT

Five (5) Hypotheses has been created to research on the turnover intention among the polytechnic and community college lecturers. The hypotheses developed for the research are focused on finding the evident relationship that could exist between the independent variable organisation commitment, job satisfaction, job stress and promotion opportunity with the dependent variable turnover intention.

Listed below are the five (5) hypotheses that was developed for the purpose of the research on finding the factors that affects the turnover intention among the polytechnic and community college lecturers.

H1: There is a significant relationship between organisation commitment and turnover intention of lecturers from the polytechnic and community college.

H2: There is a significant relationship between job satisfaction and turnover intention of lecturers from the polytechnic and community college.

H3: There is a significant relationship between job stress and turnover intention of lecturers from the polytechnic and community college.

H4: There is a significant relationship between promotion opportunity and turnover intention of lecturers from the polytechnic and community college.

H5: There is a significant influence between organisation commitment, job satisfaction, job stress and promotion opportunities with turnover intention of lecturers from the polytechnic and community college.

3.4 RESEARCH DESIGN

3.4.1 Type of Research

To make sure that the findings of this research is valid and able to facilitate in answering the research questions the research needs to be done in a specific process and structured way so that the research can be proven by data and statistical analysis. For that purpose, the lecturers from the

polytechnic and community college in the ministry is given a set of questionnaire to answer which is a quantitative approach.

This approach is categorized as a correlational type research where two or more variables are measured together to examine the possible relationships that exist among the variables that are involved in the research (Bordens & Abbott, 2011).

In a quantitative type research approach the focus is to determine whether there exist any kind of connection between one aspect or perspective (which in this case is an independent variable) and another issue (a dependent or outcome variable) the connection is tested within a chosen sum of a bigger population as a sample (Hopkins, 2000).

Hopkins (2000) further describes that a quantitative research is about quantifying any possible relationships that exist between the variables. Variables in this case are any sort of measurable item like weight, performance, time, and treatment. Researcher could measure the variables on a set of sample of subjects, samples can be anything in the form ranging from tissues, cells, animals, and even humans.

The evidence of relationship could then be tested between the two sides of the variable using the methods of computational or arithmetic statistics, calculations and graphical diagrams such as correlations analysis, relative frequencies, or differences between means will help make sense of the values collected.

3.4.2 Data Analysis

The quantitative approach is selected because it involves a large number of data collected from a selected sample which is to be analysed. The data is collected from the respondents through a set of item based questionnaire developed specifically for the purpose of the research which they have to answer.

The questionnaire method is a good source of material reference and the data collected is also the primary data for the project paper. The data collected could also be used as a reference for future research that would be done by the management at the ministry or the Polytechnic and Community College Education Department.

The questionnaire method is a good data collection method to get the needed feedback from the polytechnic and community college lecturers on the subject of the independent variable organisation commitment, job satisfaction, job stress, and promotion opportunity with the dependent variable turnover intention.

According to Bordens and Abbott (2011), when conducting any kind of observations on any type of behavior among subject variables, there are two (2) types of approaches that can be used to record behaviors. Counting which focuses more on the quantity number and the other type being the quantifying type behavior which looks beyond the number of responses. Since quantitative data is expressed in numeric form it gives the research a

boost of advantage, the main advantage of the quantitative data approach is that a wide range of statistical tests is available that could be used for analyzing these data.

The data from the quantitative approach will be in the form of numbers which will then be put through a series of test using the statistical software which can be mathematically manipulated and analyzed by the researcher through the available methods of descriptive and inferential statistics.

In some instances, researchers might also want to consider researching on reactions of the sample which are more subjective and could not be quantified. This is the second type of research approach which is called the qualitative data, this approach consist of written statements of behavior that have been observed and analyze qualitatively (Bordens and Abbott, 2011).

3.4.3 Statistical Base

Correlation research method is a statistical method used mainly to measure the variables. Its purpose is to assess whether there exist any kind of relationship between the independent variable and the dependent variable. This statistical method will show the statistically calculated relationship between the chosen independent variable which are the organisation commitment, job satisfaction, job stress, and promotion opportunity with the constant dependent variable turnover intention.

3.5 OPERATIONAL DEFINITION

The purpose of this section is to define the variables involved in the research. This study investigates the relationship that organisation commitment, job satisfaction, job stress and promotion opportunity has with turnover intention.

3.5.1 Turnover Intention

The actual employee's behaviour towards leaving the organization is said to be the action of turnover intention as they choose to leave the organization that they currently work in (Arshad & Puteh, 2015). It is a study that dives into the employee's inclination to look for a new employment. It also explores the factors that might be the contributing cause that determines the employee to feel dissatisfied with the current organisation. Turnover however is the process through which a staff leaves an organisation and that organisation goes through a series of recruitment process to find a suitable candidate and reassigning them to the empty positions.

Turnover intention is the measured calculation between either of these two (2) situations. First, is the intent in which an employee of the organisation plans to leave their job positions or second, whether that organisation itself plans to lay off certain employees from their designated positions. Turnover intention, similar to the characteristics of turnover itself, can be either way in the form of voluntary (self imposed) or involuntary (forced) (Curtis, 2017). Saraih, *et al.* (2017) however defines

turnover intention as in a behavioral manner, according to them it is the strong will of the individual employee's intent to leave the organization that they are currently employed in.

Ologunde, Asaolu and Elumilade (2007) describes turnover similar to a cycle process, according to them turnover is the inward flow of manpower which is referred to as accession and the outflow of manpower which is referred to as separation (leaving). Separation or outward flow may come from various forms and situations such as the circumstances where employee quits, discharges, organisation exercising lay-offs towards their staffs, retirement due to the provisions of the current labour law, leaves of absence due to many reasons and even to the extent of death.

Accession or the inward flow however is the action in which organisation acquires new replacements and take in new employees. Industrial conflict between employees and their respective employers is one of the form of an unorganized labour turnover. It is a result of a retreat that is chosen by employees usually due to unsatisfactory situations that happens within the organization where they are currently employed.

3.5.2 Organisation Commitment

Hassan (2014) describes organisational commitment as the relationship bond that exist between the employee and the employer of any organisation, it is the connection which is said to be one of the most important variable which is commonly used in the discussion and research of employee's

intention to leave. It is a very popular belief among research on employee's intent to leave that the more the employee regard themselves as the organization, the more likely the chances that the employee will stay longer and devote themselves to the organisation.

Rizwan *et al.*, (2014) however describes organisation commitment as related to the employee's relationship or feelings which they have towards the organisation. The stronger and higher the relationship the healthier the commitment of the employees towards the organisation and if it is weak and low then the employee's commitment towards the organisation will be low as well.

Porter, Steers, and Boulian (1974) however defines organisational commitment as the act of an employee to attach themselves towards the organisation, it is characterised by an intention of the employee to remain working in the same organization. Organisation commitment according to Porter *et al.* (1974) is also an identification of the employees towards the core values and mission, vision goals set up by the organization which could also be seen as the sense of willingness by the employee to show visible extra effort towards the organisation.

It is with high organisational commitment that the individuals consider to familiarise and similiarise their own self values and life goals to match up to that of the organisation as part of their willingness towards organisational commitment. Therefore we could also safely define that

organisation commitment could also be considered as the path that links between the individual unit of employee and the organisation that they are currently work in.

The presentation of commitment from the employee could generally be seen and characterized by at least from the three (3) factors as listed below:

- i. a strong show of belief and acceptance towards the organization's set goals and values with their own personal goals and values;
- ii. a willingness of oneself to give their greatest considerable effort when executing their job on behalf of the organisation; and
- iii. a desire by the employee to be connected in any form possible with the organisation.

3.5.3 Job Satisfaction

“Job Satisfaction” (n.d.) in its definition, is the extent a person’s wishes and hopes about the job. Job satisfaction is referred to as the feeling of total affection that the employees emit toward their job or work position in which they are presently occupying. It has to be notable and differentiated from the general perception of satisfaction with other specific parts of the work

position, this so as to not be mistakenly measured otherwise (Kalleberg, 1977).

The employee's feeling of satisfaction towards their job as defined by Price (2001) is the feeling of affective orientation that the employee is seen to give out towards their job scope and their management. An employee that is satisfied with the working environment will show their gratitude and positive towards the organisation in terms of their job and how they perform in the workplace.

When satisfaction is measured there could exist a positive and negative affect impact on job satisfaction this is because satisfaction is subjective and certain people might choose and select certain aspect that they feel highly affected either positively or negatively which could come in the form of the work or workplace or even matters regarding their organisation. An employee that feels motivated and positive in the workplace would selectively think of mostly the favourable and benefits aspects of a job therefore would increase the satisfaction of the employees towards their job.

Singh (2015) describes one's satisfaction on their work as the feeling of happiness the individual has towards their work. Job satisfaction is the appearance of positive and good attitude in which is expressed mainly as a result from all the experiences the employees acquire and faced from their job. It is an individual's feeling or state of mind how employees

perceive about their work and what differs from their job can also be considered as job satisfaction (Mughal *et al.*, 2016). This definition revolves around the perception the employees have where different perception can happen differently among different aspects of employees in the same organisation.

3.5.4 Job Stress

Rehman, Irum, Tahir, Ijaz, Noor, and Salma (2012), in their work mentions that the body's reaction towards a set of change that happens around them in the workplace which requires the person to use a mixture of physical, mental or emotional change or response towards that change are called stress. According to them pressure in term of stress can be the effect from any circumstances, by any external or internal factor possible or basically from just thoughts that could force out feeling of frustration, angry, nervousness or worried.

Rehman *et al.* (2012) further explains that stress happens when an existing stress-causing factor or “stressor” is activated due to the reaction towards circumstances. “Stress happens when a person realizes that their state of wellbeing is being pressured or demanded it is also the condition which they are required to perform certain requirements of a situation. This sort of requirements is extra than the usual needed requirements that they are expose and needed to perform, having to bear the extra requirements for a long period of time will tire the person. Without any break from the needed

requirement, the person could in the end suffer imbalances in terms of mental breakdown, physical tiredness or behavioral problems which may occur in one or more form”.

Stress regarding work can leave a harmful physical and emotional responses that could occur within oneself. When the requirements of the work and the person doing the job does not match the required capabilities, resources, or needs of the worker the worker can suffer the pressure of stress. Other effect of stress is that it could lead to physical deterioration due to imbalances. This poor health could even cause injuries to happen (National Institute of Occupational Safety and Health (NIOSH), 1998).

There is a general misconception regarding stressors with work which is often confused with challenges of work. It might seem to be the same but the effects are totally different altogether. Both concepts however requires the individual to express pressure towards their work only that both these concepts are not the same. With challenge it energizes a person in terms of psychologically (mentally) and physically, and it further motivates the person to push beyond themselves to learn new sets of skills and by doing so makes the person an expert of the work given.

When a certain set of challenge is achieved or completed, the employee would feel relaxed and satisfied. Thus, a challenge is different from stress situations and is seen as an important aspect to nurture a growing and dynamic working environment.

Ducharme, Knudsen, and Roman (2007) relates the emotional exhaustion faced by a person to be a component of burnout with stress-related health issues. The feeling of emotionally exhausted and extreme tiredness could be seen as a bad sign or an indicator that the employee could have that revolves around health issues as a result of overworking. Another outcome that could be linked closely to exhaustion from work is employee turnover.

Cited in the research by Ducharme *et al.* (2007) from (Jackson *et al.*, 1986) “Burnout” is a general term that is used to further describe one person’s feeling for total exhaustion and that exhaustion resulted in the person running and alienating themselves from the external environment. Situation like this happens most by those that does servicing jobs in the workforce. This is due to the characteristics and requirement of the job such as quick response and excessive emotional demands that they have to exercise during their work.

Ducharme *et al.* (2007) highlights that employers need to seek the problems and issues that arise in the workplace. They have to spend time to identify what are the stressor and predictors which effects their employees in executing their work. When the employers successfully identified and take up necessary actions it will give benefit in terms of the increase of satisfaction towards their work, their affective commitment to the organisation and the employee’s longer duration of membership with the organisation.

3.5.5 Promotion Opportunity

Promotion is the assignment of an employee from a lower job description and position to a higher position in the structure of the organisation that comes with promotion comes greater and more difficult challenges, it will be more complicated and demands so much more in terms of responsibility. Higher positions mostly comes with more authority than the previous job.

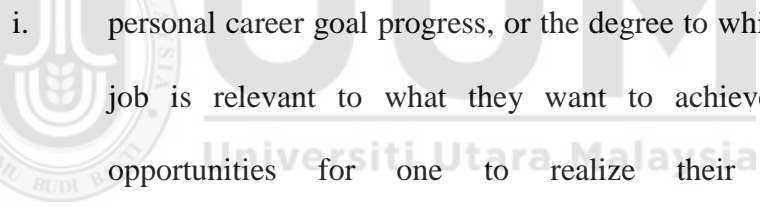
Other characteristics of a promotion is that it usually comes with an increase in salary and better compensation benefits (Noe, Hollenback, Gerhart, & Wright, 2011). Some other characteristics of a promotion is that it also come with greater responsibilities, more job scope and higher in organisation rank. Owhondah *et al.* (2016) defines promotion as possibilities that one can experience which includes the availability of opportunities to advance in the employees current work.

Biswakarma (2016) in their work defines promotion opportunity as the opportunity of the employee towards career growth within their present working organisation. It is the ability of the employee to grow within the organisation. Biswakarma (2016) in describing promotion opportunity also cited (Spector, 2003) whom defined career progress or what is generally called the “career ladder” is the improvement of one in the work positions of the employees whom after being put through some assessment and gone through a series of career advancement procedures have shown great skills

and capabilities to gain necessary needed working skills and in the end able to upgrade their work abilities.

This definition is also supported by other researchers such as by (Mughal *et al.*, 2016). Mughal *et al.* (2016) in describing the term explains that a good promotion policy could be seen to increase the social status of the employee among the society, gain personal growth and expand the job scope of the employee with more responsibilities.

According to Hassan (2014), cited from (Weng, McElroy, Morrow and Liu, 2010) employee organisational career growth could be identified by four (4) of the factors below:

- 
- i. personal career goal progress, or the degree to which one's present job is relevant to what they want to achieve and provides opportunities for one to realize their career goals;
 - ii. the availability of programmes that are specifically dedicated to professional ability development, or the extent to which the employee is able to acquire new skills and knowledge in their current present job;
 - iii. the speed of the promotion timeline, the period of time an employee's perceptions of the rate and probability of them being promoted in the organisation; and

- iv. The growth of employment related remuneration, or the employee's opinion regarding the speed in terms of the amount, and likelihood of them receiving any increment in compensation.

3.6 MEASUREMENT / INSTRUMENTATION

The instrumentation method that is chosen to be used in the research on turnover intention among polytechnic and community college lecturers is the questionnaire item method, the statement item is developed through analysis deducted from the research questions and hypotheses that has been listed in the literature review chapter from previous researches. The process is done to see through quantitative method whether there is any significant relationship between the four (4) independent variables which is the organisation commitment, job satisfaction, job stress and promotion opportunity with the dependent variable turnover intention among lecturers from the polytechnic and community college education institution.

The research questions that were listed in the research questionnaire are mostly questions on an individual basis or personal point of view, this is because turnover intention in general and also in the public service specifically the lecturers is more of an individual perception towards the work and elements that surrounds them in the environment or organisation that they are currently working in.

It is the decision that they make after weighing the possible factors that affects them in the workplace which finally makes them decide to leave the organisation. The lecturers

from the polytechnic and community college will be assessed through their individual aspect point of view, of the working environment and the organisation as a whole.

For the purpose of this research the questionnaire that was developed for the purpose of this research has been adopted and adapted from previous researches on turnover intention done by researchers below:

Table 3.1
Research Questionnaire

PART 1 : GENERAL INFORMATION			
PART 2 : FACTORS THAT INFLUENCE THE TURNOVER INTENTION			
SECTION	DEPENDENT VARIABLE	NUMBER OF QUESTIONS	SOURCE
SECTION A	Turnover Intention	5	Yurchisin, J., Park, J. & O'Brien, M. (2010), Ducharme, L. J., Knudsen, H. K. & Roman, P. M. (2007)
SECTION	INDEPENDENT VARIABLE	NUMBER OF QUESTIONS	SOURCE
SECTION B	Organisation Commitment	15	Mowday, R. T., Steers, R. M. & Porter L.W. (1979)
SECTION C	Job satisfaction	21	Parvin, M. M. & Kabir, M. M. N. (2011)
SECTION D	Job Stress	11	Kim, S. W. (1996).
SECTION E	Promotion Opportunity	6	Morris, D., Yaacob, A., & Wood, G. (2003)

Some areas of the research question statement looks into the perception of the lecturers towards their work environment, work culture, the relationship that they have in the organisation between co-workers, supervisors, their perception towards the values of the organisation, what inspires them in the workplace and the policies of the organisation which links to the independent variable organisation commitment. Here, there are questions on their personal connection towards the organisation. The questions here also touches the readiness of the lecturers to stay longer with the organisation. The question posed here looks also into the lecturer's readiness to give additional effort and to see their affection towards the organisation that they are working in.

Other aspect of the questionnaire looks through the employee's satisfaction towards the overall function of the organisation, it also revolves around questions about the working environment and aspects of compensation and the work itself. The total number of questionnaire item are higher in this section which mainly is because looking at the literature review of prior researches, it is shown that job satisfaction is a major issue when it comes to employees leaving any organisation.

Here in the questionnaire items related to job stress are also incorporated. Stress related questions which the lecturers are asked about includes their personal feelings on the level of stress that they faced, exhaustion due to the working environment, conflicts that they might face in the workplace in terms of social and work based. Also included in the list of job stress related questions are questions on whether they have enough sources or whether they have time to do their work and the volume of their workload.

Finally, the questionnaire will look at the opportunities that the lecturers perceive regarding their promotion and the promotion policy specifically for their scheme. Here in this section, questions that are posed touches mainly on whether they know if the organisation provides for them areas to be promoted. Whether they know what needs to be done for them to acquire a promotion. What do they perceive about the policies for promotion and whether they think that the policy is fairly developed.

The questionnaire is designed to have a two (2) part section, the questionnaire consists mostly quantitative question. The first part consists of questions of the characteristic item question to gather information on the socio-demographic of the respondents. The data from this part of the questionnaire can be used in determining the age, gender, years of service, education level and other personal and individual aspect that would affect and give significant value towards the analysis and the research outcome.

The second part of the questionnaire is the section of the questionnaire which consists of item questions that are related to the turnover intention research and the variables that have been determine in the second chapter which are:

- a) Questionnaire Section A: Turnover Intention;
- b) Questionnaire Section B: Organisation Commitment;
- c) Questionnaire Section C: Job Satisfaction;
- d) Questionnaire Section D: Job Stress; and
- e) Questionnaire Section E: Promotion Opportunity.

Listed in Section A to E are questions related on turnover intention which is the dependent variable and the organisation commitment, job satisfaction, job stress and promotion opportunity which are the independent variables.

Each of the question comes with a multiple choice level of one (1) to five (5) choices of answers, with one (1) is the response of them being strongly disagreeable to the statement all the way to five (5) which brings the score to show them being strongly agreeable to the statements that has been posed in the respective sections. The five (5) levels are as below:

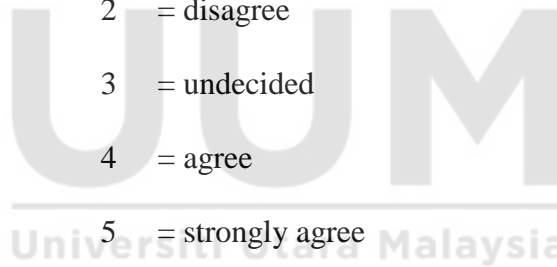
1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree



The Likert Scale question type is chosen as it is more of a psychological measurement device used to look and test the attitudes of the respondents, their values, and dive deep into their opinions on the matter. Questionnaires are functioned by having a selected person sample to complete a series of item based questionnaire that requires them to indicate the extent to which they are being agreeable or disagreeable with a series of statements which is called the Likert Scale Item (Study.com, 2017).

By using the Likert scale, the data that has been collected can be measured using the interval or ratio type of measurement. The complete set of the questionnaire can be found in APPENDIX A.

3.7 POPULATION / SAMPLE

The research conducted is done to find the relationship between the independent variable organisation commitment, job satisfaction, job stress and promotion opportunity with the dependent variable turnover intention among lecturers from the polytechnic and community college. The research will be executed in the Ministry of Education (Higher Education) especially towards the lecturers in the Ministry.

The focus of this study are the lecturers under the Higher Education Officer Service Scheme (Skim Perkhidmatan Pegawai Pendidikan Pengajian Tinggi). Up to date, there are a number of 33 polytechnics and 93 community colleges around the country where the total number of lecturer posts is 15,037 (Ministry of Finance Malaysia, 2018). From the total overall number of lecturers, only 13,889 posts are filled.

Since there is a time constraint and the research is conducted for academic purpose only. The execution of the research will be done in a small scaled version sample this is because it is not economical to conduct a wide scale research and this sample will provide a view on the variables that has been chosen whether there is a viable evidence for it to be one of the factors of turnover intention. It has been decided that the research will be concentrated to be executed among the lecturers that are currently serving directly in the headquarters of the Ministry of Higher Education itself there are a number of 721 Higher Education Officers (Human Resource Division⁴, 2019).

The number of sample is determine by looking at the overall current population of the Higher Education Officer that works in the ministry. The current number of population of the Higher Education Officer in ministry is 721 officers (Human Resource Division⁴,

2019) which according to the sample table developed by Krejcie and Morgan (1970) the number of sample that is needed to conduct this research is 248 respondents.

3.8 PILOT TEST

Once all the preliminary decision on how the research will be conducted has been made which involves the scope and cause, research variables that is backed with previous literatures, methodology procedures, population and sampling for the research to take place. The researcher need to consider initiating the research. For this purpose, it is a good measure to orchestrate a miniature size version of the said research, this activity is called a pilot test study, this method of initial research is to ensure that the chosen procedures on acquiring data, samples and variables also the gathered materials will work the way that it should work on a larger scale research (Bordens & Abbott, 2011).

According to Bordens and Abbott (2011) a pilot study is a smaller-scale version of the study that is intended to be conducted to establish the specific procedures, materials, and parameters to be used later in the overall research. This type of study are designed from the ground up (down to up approach) and are intended to provide the researcher with useful information that can be used when the “real” study is conducted and under way.

By conducting a pilot study of the real research, the researcher can save themselves tremendous amount of time and money, this happens if it is done properly. The study lets the researcher look into the problems that could come from the initial problem statement to the methodology that is being used to administer the research. By doing this small sized research, the researcher can rectify and correct elements of the research before it is too late. This benefits the researcher from having to re-do the research again for poor execution.

Zikmund, Babin, Carr, and Griffin (2013) mentions that the pilot study is critical to any research in refining survey questionnaires and functions to reduce the possible risk that the bigger-scale research will be negatively flawed, it will also save the researcher from conducting the full research again if the pilot study was not conducted prior to find any flaws. It is also a good way for the researcher to practice conducting a research and be familiar with the variables and process of the research.

Other benefits of conducting a pilot test is that the test helps in clarifying the instructions to be used, determine the appropriate levels of independent variables (to avoid range effects), to determine the needed data for the reliability and validity tests, and find errors in the research methods procedures which might not be visible prior to the test and finally it also helps the researcher to correct flaws in the questionnaire to better utilise its understanding. For this purpose, a pilot test of a sample population of 30 respondents from the Higher Education Officer in the ministry has undergone the survey where the results of the Cronbach Alpha (α) is listed in Table 3.3.

The level of reliability of the multi items that is developed in the questionnaire could be identified by looking at the Coefficient Alpha (α) or commonly known as Cronbach Alpha. Cronbach Alpha (α) represents the result of internal consistency of the research items by computing the average of all possible split-half reliabilities for a multiple-item scale (Zikmund, Babin, Carr & Griffin, 2013).

The list below shows the range and level of reliability of the multi items in the questionnaire that was given to 30 respondents from the Higher Education Officer scheme in the pilot test:

Table 3.2
Internal Consistency (Cronbach Alpha (α))

Cronbach Alpha (α) Value Range	Level of Reliability
0.80 to 0.95	Very Good Reliability level
0.70 to 0.80	Good Reliability Level
0.60 to 0.70	Fair Reliability Level
Lower than 0.60	Poor Reliability Level

Source: Zikmund, Babin, Carr and Griffin, (2013)

Table 3.3
Reliability Analysis from Pilot Test

Research Variables	Number of Items Question	Cronbach Alpha (α)
Turnover Intention (TI)	5	0.898
Organisation Commitment (OC)	15	0.863
Job Satisfaction (JS)	21	0.966
Job Stress (JST)	11	0.855
Promotion Opportunity (PO)	6	0.865

Source: Data Generated by SPSS Statistics

Below is the detailed interpretation of the Cronbach Alpha (α) of the data that was collected from the pilot test which was conducted on 30 of Higher Education Officers on the turnover intention variables organisation commitment, job satisfaction, job stress and promotion opportunity. All of the variables that was chosen to be included in the research shows that the variables have a high reliability with turnover intention. This shows that the

questionnaire that was developed is ready to be used in a larger scale and that the research could give good results.

3.8.1 Interpretation of Cronbach Alpha (α) for Variable Turnover Intention

The result of the reliability test shows that the Cronbach Alpha (α) for the dependent variable Turnover Intention has a value of 0.898. This Cronbach Alpha (α) value 0.898 falls in the range 0.80 to 0.95 showing that the five (5) items that is used to measure Turnover Intention have a very good reliability.

3.8.2 Interpretation of Cronbach Alpha (α) for Variable Organisation

Commitment

The result of the reliability test shows that the Cronbach Alpha (α) for the independent variable organisation commitment is 0.863. This Cronbach Alpha (α) value 0.863 falls in the range 0.80 to 0.95 showing the 15 items that is used to measure Organisation Commitment have very good reliability.

3.8.3 Interpretation of Cronbach Alpha (α) for Variable Job Satisfaction

The result of the reliability test shows that the Cronbach Alpha (α) for the independent variable job satisfaction is 0.966. This Cronbach Alpha (α) value 0.966 falls in the range of 0.80 to 0.95 showing the 21 items that is used to measure Job Satisfaction have very good reliability.

3.8.4 Interpretation of Cronbach Alpha (α) for Variable Job Stress

The result of the reliability test shows that the Cronbach Alpha (α) for the independent variable job stress is 0.855. This Cronbach Alpha (α) value 0.855 falls in the range of 0.80 to 0.95 showing the 11 items that is used to measure Job Stress have very good reliability.

3.8.5 Interpretation of Cronbach Alpha (α) for Variable Promotion Opportunity

The calculated result of the reliability test above shows that the Cronbach Alpha (α) for the independent variable promotion opportunity is 0.865. This Cronbach Alpha (α) value 0.865 falls in the range of 0.80 to 0.95 showing the 6 items that is used to measure Promotion Opportunity have very good reliability.

3.9 DATA COLLECTION AND ADMINISTRATION

All of the Higher Education Officer in the ministry will have a chance to participate in this research. From the population of 721 Higher Education Officer, about 248 employees (Krejcie & Morgan, 1970) will be taken randomly to answer the questionnaire this technique uses the convenience sampling technique (Berman, 2018). The convenience sampling technique is chosen first because the sample of the research is located in Putrajaya. Being the headquarters of the management of the polytechnic and community college the Higher Education Officers are mostly occupied with their work and to have a specific set of sample derived from a list of employees working there is hard.

The Higher Education Officers move in and out of the office due to work demands, meetings and outstations and to make an appointment with them will cost a lot of time and money. That is why the convenience sampling technique is chosen which is both economical, time saving and most of all the samples are from the population that has been identified. By visiting the office and meeting with available officers, the research was able to progress rather than sending the questionnaire to be handed out and wait for the response to come by.

But to make sure that the number of questionnaire response rate does not fall under the needed number, the amount of questionnaire that would be distributed will be 300 questionnaires. The main method of questionnaire distribution is through physical distribution. But to further reach the lecturers, other methods including sending the questionnaire through email and by using fax has been used.

The research will be conducted in the Ministry of Education (Higher Education) which is a public office, the questionnaire will be sent formally to the Administration and Management Division of the Ministry of Education (Higher Education) to be distributed. Upon receiving the approval, with the set of questions that has been developed the questionnaire will be distributed among the Higher Education Officers.

Since there is a possibility of no response towards the questionnaire due to the fact that most employees might be busy or lose interest in the questionnaire which could be high risk to the success rate of the research, it is suggested that there would be a facilitated interview thru the questionnaire that will be conducted where, the employees would be assisted in answering the questionnaire. This could highly help the retrieval of information

from various employee groups and benefit in retrieving the accurate response needed from the respondents. Since the time for research is limited, the overall data collection could take up to six (6) months and it must then be analysed for the report writing on the findings.

3.9.1 Primary Data

Data that is gained from the original information or from the research samples is called the primary data. It is the first hand data acquired by the research. According to Bordens and Abbott (2011) it is characterized as a set of data containing the full research report of the research, this includes every detail necessary so that a duplicate of the study could be done by other researchers. The primary data includes detailed descriptions of the rationale and objective of the study, the participant's scope population and details, materials or apparatus, procedure, results, and references.

In this study, the method that will be used to collect the information is by using questionnaire. The questionnaire will be distributed to get responses on their turnover intention and personal data (socio-demographic) of the respondents which are the lecturers from polytechnic and community colleges. It is a simple method used to get the information, accurate and also consistent with the objectives for this research.

The usage of questionnaire in the research will benefit the researcher in terms of time this is because the questionnaire could be left and collected at other time. This will help greatly with time management of the research. In addition, it is less costly compared to other method of data collection.

There are three types of question that could be included in the list of questions to be asked to the respondents the types are open-ended which gives out more subjective response, close ended where the answers are mostly laid out to be chosen and also scale based mostly using the likert scale. For this purpose of research the likert scale questionnaire is used.

3.9.2 Secondary Data

Collected by the other researchers, secondary data are published data which is readily available from most printed sources. According to Borden and Abbott (2011) a data that summarizes information and research findings from other primary sources (such as presenting the basic findings) is called a secondary source data they include a variety of sources such as a review of papers and theoretical articles done by other researchers that describes studies and the results of the studies, as well as descriptions. Examples of secondary data can in the form of newspapers, article journals, magazines, books and trusted academic related websites.

The availability of secondary data is very wide. One can easily have access towards the secondary data from the internet, journals and also newspaper. It is inexpensive because there is no fieldwork required to be done and it requires less time to gather the information which will benefit the researcher. However, it is also dangerous to rely solely on secondary data for they might not be well suited to the current research at a different place or population samples. There are some reservations when using

secondary data, since the research is done by other researchers, the data that is published cannot be assured of its legitimacy this is for the details of the research are sometimes not included or less detailed.

Other issue arised when using secondary data include the issue of the period of when the research was conducted whether it can be used in the current setup. For this research, the data and literature reviews gathered are from the year 2000-2018.

Thus, it is beneficial for the researchers to carefully select and choose the best secondary data that is suitable to use in the research. For the purpose of conducting this research, literatures, published works and books such as Organisational Behaviour and Management books, previous research that has been carried out by other researchers such as published journals and articles from reliable sources with regard to the selected and specific variables dependent variable turnover intention and independent variable organisation commitment, job satisfaction, job stress and promotion opportunity are looked into in order to obtain information that are related with this research.

3.10 DATA ANALYSIS TECHNIQUES

The data collected are in the form of numbers for it represents the scale of the questionnaire. So, in order to reason and better know what the data means, the data has to go thru the process of data analysis. In some simple situations data analysis may consists of determining consistent pattern of summarizing the relevant details in the investigation

(Zikmund, *et al.*, 2013). The main objective of data analysis is to help answer the research questions that was highlighted prior to the research and further examine the evident relationship between the various variables that is involved in the research which will also test the hypotheses listed prior to this chapter.

The research that is currently conducted is an explanation type of research, it acts as a guide and could be refined by further research. This explanatory type research is one that explains the reasons and its findings. All of the explanation derived is according to the study of all the collected findings from the data collected from the questionnaires given. Basic explanatory research needs to be done this is because it is a crucial step in which helps future research to be conducted with the expectation that additional information, variables or maybe a different approach in the research will be conducted later to provide a better view on the matter and at the same time give even more conclusive evidence (Zikmund, *et al.*, 2013).

The outcome from the research questionnaires is a set of raw data that is the base to be analyzed further and discussed in the next chapter which is the results and discussion chapter. Since there has not been any research done that seeks to explain the relationship of turnover intention that the lecturers from the polytechnic and community college have with the independent variables (organisation commitment, job satisfaction, job stress and promotion opportunity) this might be a good explanatory type research for further researches.

By using the findings and computing the findings in the Statistical Package for the Social Sciences (SPSS) we can further look into the elements that are crucial in terms of

turnover intention. To perform analysis and interpret the data effectively the SPSS application software will be used. It is a useful tool for the results are all computerized and makes it easier to make sense. The SPSS software will also be used to execute various statistical analysis such as analysis of characteristics which is descriptive analysis, analysis of relationship which is correlation analysis and regression analysis.

3.10.1 Descriptive Analysis

Descriptive analysis is the method of analysis in which the data that has been gathered will be summarized in what is called the overall summarized description of the population. This overall summarized description of the population involves the description of the data such as averages and standard deviations (Bordens & Abbott, 2011). There are three (3) types of measure of center which are mode, median, and mean.

The mode value is the value that shows the most frequent score in the data distribution. The median however is the middle value score in which an ordered distribution. The mean value is the arithmetic average of the scores, obtained by summing up all of the scores and dividing the sum by the total number of scores.

Descriptive analysis also includes measures of the spread which includes the measure of range, interquartile range, variance, and standard deviation. The range in this matter is simply the difference between the highest and lowest scores in the distribution. The variance value however, uses all the scores in its calculation but has the disadvantage that its unit of

measurement is different from that of the scores from which it is derived. The problem can be rectified by the researcher by taking the square root of the variance. The result of the calculation is the standard deviation, it is the most commonly used measure of spread in a statistical research (Bordens & Abbott, 2011).

Zikmund, *et al.* (2013) mentions that descriptive analysis is a method used by researchers for summarizing data that have been collected. It is the basic process transformation of the raw data collected by the research into a way that describes simply the basic of the data to summarize its characteristics such as frequency, distribution and variability. Some of the other examples of explanatory analysis which describes data are means, medians, modes, variance, range and standard deviation.

3.10.2 Reliability Test

The level of reliability of the multi items that is developed in the questionnaire could be identified by looking through at the Cronbach Alpha (α) or commonly known as Alpha. Cronbach Alpha (α) is the value that represents internal consistency among the items involved in the research this is done by computing the average value of all the possible split-half reliabilities for a multiple-item scale (Zikmund, *et al.*, 2013). This test will determine whether the variables used in the research is suitable to determine the factors of turnover intention.

3.10.3 Mean Analysis

Cited by Hamzah *et al.* (2016) from Moidunny (2009) in their research on the Malaysian Principals' Technology Leadership Practices and Curriculum Management they mentioned the use of mean score range to interpret and determine the level of technology leadership practice. This method will be used to determine the level of turnover intention among the lecturers from the polytechnic and community college which is one of the objective of the research.

Mean analysis according to Zikmund, *et al.* (2013) is a useful method to determine the central tendency which is also known as the arithmetic average. This method is also adapted for the research on turnover intention of the lecturers from the polytechnic and community colleges to measure the level of the variables in the research.

Table 3.4
Mean Score Interpretation

Range of Mean Score	Level of Interpretation
1.00 to 1.80	Very Low level
1.81 to 2.60	Low level
2.61 to 3.20	Medium level
3.21 to 4.20	High level
4.21 to 5.00	Very High level

Source: Hamzah et al. (2016)

3.10.4 Inferential Analysis

3.10.4.1 Correlation Analysis

One of the common statistical method of measuring covarian is the measuring of the connection between two or more of the researched variables which is also called the analysis for correlation (Zikmund, *et al.*, 2013).

Correlation analysis is further understood when the correlation could show in terms of numbers the evidence of relationships between various of the chosen research variables, for that reason is seen appropriate that the exploration of correlation to be included in the analysis of the research which is the Pearson product-moment correlation analysis.

The value of correlation coefficient, r , could range from the value of negative (-1.0) to positive (+1.0). The term no correlation between the variables is indicated when the r value equals to the value of 0.

A positive correlation indicates a *direct relationship* among the variables (this is interpreted to show that the increment is constant between the two variables for example, as one of the values of the scores in one distribution increase, the values in the other variable also shows increment).

A negative correlation however indicates that the variables have an *inverse relationship* (this negative number is interpreted to show that the effect of one variable is the opposite of the other variable. For example, as one of the value of the variable score increases, the value of the other variable will see a significant decreases) (Bordens & Abbott, 2011).

- i. Looking at the value of correlation coefficient r , if that value equals to the value around $+1.0$, it can be mention that there exist a positive relationship between the variables that was chosen in the research.
- ii. If we see that the value of correlation coefficient r equals to the value of -1.0 , it is evident that there exist a negative relationship between the variables in the particular research.



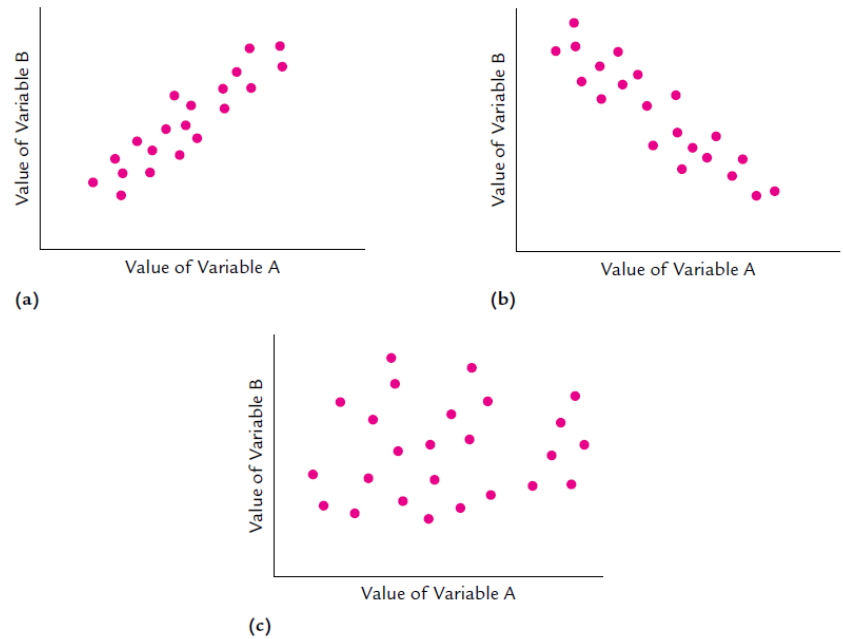


Figure 3.2

Scatter Plots Showing

(a) positive, (b) negative, and (c) no correlation

Source: Bordens and Abbott (2011)



According to Bordens and Abbott (2011), a correlational relationship between variable happens when changes in one variable makes changes in another variable. When one change happens and that change in one of the variable which then leads to a specific set of change in one of the other variable, the two (2) variables could be interpreted to be *covary*.

Therefore, in summary the execution of a correlation analysis is the measure of the changes of one variable towards the other variable. The correlational research

involves looking at the values of two (2) or more variables and determining what kind of relationships exist between the variables whether there is a positive interaction, negative interaction or no correlation interaction. The results of the correlation analysis will help interpret the relationship behaviours of the variables.

3.10.4.2 Regression Analysis

Regression analysis is a technic used by researchers to see if there exist a linear relationship between the chosen research dependent variable and independent variable (Zikmund, *et al.*, 2013). With the results calculated of the linear regression analysis, based on the knowledge of the values the researcher will be able to estimate values of a variable (Bordens & Abbott, 2011).

One type of regression analysis is the bivariate regression. The idea of this analysis is to find the most direct line that suits best among the data that has been plotted on a scatter plot graph. The best-fitting straight line is the one that minimizes the sum of the squared distances between each data point and the line is found among the scattered plot. The straight line is called the least-squares regression line.

The extension of the simple regression analysis is called the multiple regression analysis. Multiple regression analysis analyzes the data of the research to determine the association exist in which could affect more than one of the independent variables which are investigated simultaneously on a single, interval-scaled dependent variable.

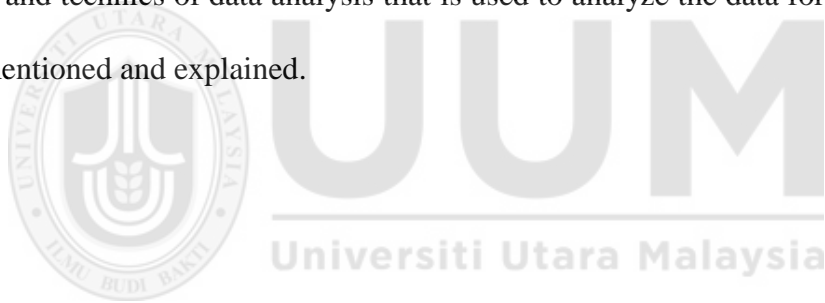
This method is useful in the research on the turnover intention of the polytechnic and community college lecturers in term of detecting the influence of the independent variables towards turnover intention.

3.10.5 Confidence level

Confidence level of a research is usually shown in the form of percentage or even decimal value. It is the level of confidence a researcher could be about the research that they are conducting. It also interprets how determine the researcher can be about being correct on their research findings. Traditionally, for most of the research a high confidence level has been used. Commonly researchers use the confidence level of 95.0 percentage confidence level or in decimal form 0.95 (Zikmund, *et al.*, 2013). For the purpose of conducting this research the confidence level is also set at 95.0 percent.

3.11 SUMMARY

This chapter explains in detail the method and procedures that was carried out in the research. It explains the research framework, where the variables on the research is laid out in diagram form and detailed out. The chapter also explains the hypotheses development from the independent and dependent variables. Also mentioned in the chapter is the detailed operation definition of the variables used in this research. Methods of measurement, instrumentation of the research, population, details about pilot testing and the pilot sample, also the sampling methods are furthermore explained in detail in this chapter. Besides that, the questionnaires development and question item, data collection methods and technics of data analysis that is used to analyze the data for the next chapter is also mentioned and explained.



CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The fourth chapter of this project paper entails the comprehensive description and discussion of the data that has been collected which have gone through the process of being analyzed and interpreted by using the Statistical Package for the Social Sciences (SPSS) application software will be detailed out. For the research on the turnover intention among polytechnic and community college lecturers, a total of 248 set questionnaires had been collected from the Higher Education Officers that works in the Ministry of Education (Higher Education).

Among the types of analysis that was carried out on the collected data is the analysis regarding descriptive aspects of respondent characteristics profile, the testing of Cronbach Alpha through the analysis of Reliability, analysis of Correlation and the Multiple Regression of significance analysis. To further simplify the explanation and understanding of the result data, the frequency distribution statistics, pie chart, graphs, and tables are illustrated in this chapter to represent the data of the research analysis.

4.2 DATA PROCESSING

4.2.1 Data Coding

To be able to use and analyze the data collected that have been collected from the questionnaires, each items from the independent variables which are organisation commitment, job satisfaction, job stress and promotion

opportunity and the dependent variable turnover intention including items from the socio-demographic questions have to be coded this is to reduce the amount of data and is easier to analyze. Table 4.1 below shows the example of the variable coding done on the questionnaire items. The full coding of the items can be found in APPENDIX C.

Table 4.1
Variables Coding

Coded Value		Variable
TI		Turnover Intention
OC		Organisation Commitment
JS		Job Satisfaction
JST		Job Stress
PO		Promotion Opportunity
Socio Demographic Information		
Variables	Coded Values	Item
Gender	1	Male
	2	Female

Only when the variables have been coded can it be used to analyse for Pearson correlation test, regression test, coefficient, ANOVA testing and other statistical analysis. To do that, all the variables must be computed into one column in the SPSS this method is called compute variables. All the variables are added together to form one column and divided with the number of items from each variable group to get the average score as shown in the Table 4.2 below.

4.2.2 Data Re-Coding

Table 4.2
Data Re-Coded (Compute Variable)

Variables	Values	Item
TI	Total average score of dependent variable Turnover Intention	$(TI1 + TI2 + TI3 + TI4 + TI5) / 5$
OC	Total average score of independent variable Organisation Commitment	$(OC1 + OC2 + OC3 + OC4 + OC5 + OC6 + OC7 + OC8 + OC9 + OC10 + OC11 + OC12 + OC13 + OC14 + OC15) / 15$
JS	Total average score of independent variable Job Satisfaction	$(JS1 + JS2 + JS3 + JS4 + JS5 + JS6 + JS7 + JS8 + JS9 + JS10 + JS11 + JS12 + JS13 + JS14 + JS15 + JS16 + JS17 + JS18 + JS19 + JS20 + JS21) / 21$
JST	Total average score of independent variable Job Stress	$(JST1 + JST2 + JST3 + JST4 + JST5 + JST6 + JST7 + JST8 + JST9 + JST10 + JST11) / 11$
PO	Total average score of independent variable Promotion Opportunity	$(PO1 + PO2 + PO3 + PO4 + PO5 + PO6) / 6$

4.2.3 Data Entry

Results from the questionnaire are all computerised using the software specially developed to analyze statistical data which is called the SPSS. A total of 300 sets of the questionnaires on the turnover intention were handed out to the targeted respondent as mentioned in Chapter 3 this number was taken according to Krejcie and Morgan (1970). The number of questionnaire needed for the purpose of this research is 248 but among the

questionnaire gathered some of the questionnaire had to be discarded due to:

- i. incomplete answer;
- ii. lack of personal information; and
- iii. patterns of response shows that the respondent choose undecided on all items.

4.3 RELIABILITY ANALYSIS

Cronbach Alpha is the analysis method used to measure the reliability of the variables that were chosen to be used in the research. The reliability of variables can be described by using the Alpha Cronbach value that ranges in value from 0 to 1. Cronbach Alpha (α) represents the internal consistency of the variables by computing the average of all possible split-half reliabilities for a multiple-item scale (Zikmund, *et al.*, 2013).

The list below in Table 4.3 displays the range and level of reliability analysis (Cronbach Alpha (α)).

Table 4.3
Internal Consistency (Cronbach Alpha (α))

Cronbach Alpha (α)	Level of Reliability
0.80-0.95	Very Good Reliability
0.70-0.80	Good Reliability
0.60-0.70	Fair Reliability
<0.60	Poor Reliability

Source Zikmund *et al.* (2013)

Table 4.4 below consists the results of a reliability test that was carried out to determine the reliability of the five (5) research independent variables and the dependent variable. The value of Cronbach Alpha for the variables turnover intention, organisation commitment, job satisfaction, job stress and promotion opportunity is as below.

Table 4.4
Reliability Analysis

Variables	Cronbach Alpha (α)	Number of Items
Turnover Intention	0.988	5
Organisation Commitment	0.987	15
Job Satisfaction	0.989	21
Job Stress	0.991	11
Promotion Opportunity	0.995	6

Source: Data Generated by SPSS Statistics

The Cronbach Alpha value for the five (5) researched variables are as follow Turnover Intention Cronbach Alpha value at 0.988, Organisation Commitment Cronbach Alpha value at 0.987, Job Satisfaction Cronbach Alpha value at 0.989, Job Stress Cronbach Alpha value at 0.991 and Promotion Opportunity Cronbach Alpha value at 0.995 respectively.

Looking at the values of the five (5) researched variables it shows that they are all in the range of 0.80-0.95 which meant that these variables are strong, reliable and consistent to be used to measure the reliability of the data research. According to the data in the Table 4.9, all five (5) of the variables (turnover intention, organisation commitment, job

satisfaction, job stress and promotion opportunity) show that they have strong internal consistency level and is very much suitable to be used for the research.

4.4 NORMALITY TEST

Normality test according to Zikmund *et al.* (2013) is portrayed looking like a well symmetrical bell. The shape of the graph is symmetrically distributed that the value further describes the expected probability distribution of many chance occurrences. In the normality distribution, all the variable scores must be between the limit value which is less than -2 and +2 of Skewness and Kurtosis which indicates the normality of the data that has been gathered and that the variables are normally distributed. According to Bordens & Abbott (2011) if the distribution deviates from normality, the mean value becomes a less representative measure of center and also generate problems when deciding on an inferential statistic to be used in the analysis.

Table 4.5
Skewness and Kurtosis Analysis

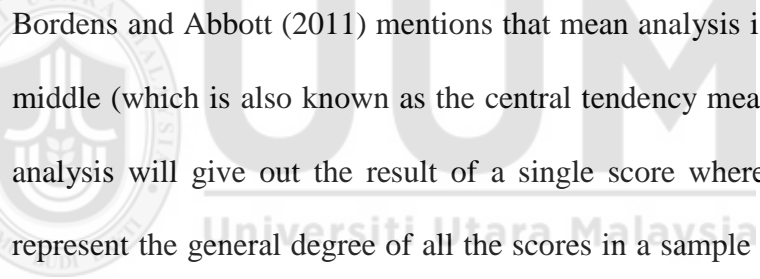
Variable	Skewness	Kurtosis	Conclusion
Turnover Intention	1.268	0.927	Normal Distribution
Organisation Commitment	-0.283	-0.023	Normal Distribution
Job Satisfaction	-0.399	-0.003	Normal Distribution
Job Stress	0.403	-0.382	Normal Distribution
Promotion Opportunity	-0.491	1.405	Normal Distribution

Source: Data Generated by SPSS Statistics

4.5 DESCRIPTIVE ANALYSIS

Descriptive or the classifying analysis is the basic type of analysis used to describe the frequencies and tendency or the pattern of respondents in their opinion towards certain items in the questionnaire, the distribution pattern, and inconsistency of the collected data. Results of the descriptive analysis which is included in the investigation will be used further to get the values of centre which are the mean values, the median values, mode values including the standard deviation or variance of the 248 respondents that participated in the research.

4.5.1 Mean Analysis



Bordens and Abbott (2011) mentions that mean analysis is the measure of middle (which is also known as the central tendency measure). The mean analysis will give out the result of a single score where that score will represent the general degree of all the scores in a sample population. This score provides information about the score at or near the middle of the distribution which characterises of the distribution. This measure is needed to calculate the level of the variables in the research whether there exit a low, medium or high level.

The most common measures of center is the measure of mode, the median, and also the mean measure (also called the arithmetic average). Each of the measure of center has its own strengths and weaknesses. Also, there are situations which exist that a given measure of center cannot be used. In this research, mean (denoted as the alphabet M) is the most

sensitive among all of the other type of measure for center because to get the mean value, all of the scores in a distribution has to be taken into account when it is calculated. It is also the most widely used measure of center Bordens and Abbott (2011).

According to Hamzah *et al.* (2016) the mean values can be interpreted within five (5) levels from very low, low, medium, high and very high it shows the central tendency of the response from the respondents. The mean score range and its interpretation is shown in Table 4.6 below:

Table 4.6
Mean Score Interpretation

Mean Score	Interpretation
1.00 to 1.80	Very Low level
1.81 to 2.60	Low level
2.61 to 3.20	Medium level
3.21 to 4.20	High level
4.21 to 5.00	Very High level

Source: Hamzah *et al.* (2016)

The mean value of the variables are as shown in APPENDIX D, according to the data generated for variable Organisation Commitment, the item that asked about the respondents's willingness to put forward more beyond the normal requirement in order to help create a better and successful organisation has the highest of all the mean value in the category with 4.31 this is followed by the statement which asks the lecturers if they are proud to tell other people that they are a part of the organisation with

mean value of 4.30. At third and fourth highest mean value are the item question that asks the lecturers if they care about the future of the organisation and the question if they mention to their acquaintances about the organisation and that it is a great place to work in with mean value of 4.21 and 4.13 respectively.

Next, for statement whether they are happy that they choose the polytechnic and community college among other job offers as their employment at the time they were joining the organisation and the statement whether they think that the organisation is the best place to work among all others are at fifth and sixth highest rank with mean value of 4.13 and 4.08. The statement whether the organisation inspires them to perform better in their work and the statement whether they would work in another organisation with similar job description are at seventh and eight highest with mean value of 4.02 and 3.99.

Statement whether their decision to be employed by the organisation was a good choice on their part has the mean value of 3.97, next is the statement asking the lecturers if they see that their personal values match up to the organisation's value has a mean value of 3.92. The next statement item asks the lecturers whether they feel devoted to the organisation have a mean value of 3.90.

Next is the statement which asks the lecturers if there is anything that they could gain by staying permanently employed with the polytechnic

or community college and the statement asking if they are in agree with the policies that have been develop on matters regarding the workforce both have mean value of 3.85 and 3.84 making the statement rank at twelfth and thirteenth place. The fourteenth rank of mean value for organisation commitment is the statement asking the lecturers if the lecturers would accept any kind of work just to stay employed to the organisation with mean value of 3.75.

The last item statement in the organisation commitment section which asks the lecturer whether a major turn of event in their present situation would result in them deciding to leave the organisation has the lowest mean value of 3.47. This low value could mean that external factors does not effect the lecturer's commitment towards the organization. The grand mean value for the 15 items in the independent variable Organisation Commitment (OC) is calculated as 3.99.

Looking at the mean value of the next independent variable which is the Job Satisfaction variable the statement item asking if the lecturers are satisfied with the networking they have with the people around them has the highest mean value at 4.36. This may mean that the working environment is good in the polytechnic and community colleges and that the lecturers are mostly happy to work there.

This is followed by statement "I am happy with the relationship I have with my co-workers" and the statement about their rapport with their

direct overseer both with mean values of 4.35. This again shows that in terms if interpersonal relationships are good around the lecturers and that they do not have many problems there.

Next is the statement item that asks the lecturer is they are happy with the current working time policy with the mean value of 4.34, this high level of mean would interpret that the lecturers are happy with the present working hours which is due to the flexibility of working hours according to the class schedule in the polytechnic and community college.

The statement asking them whether they are happy with the job security of the position comes in next with 4.31 mean value followed by the statement on the lecturer's comfortability to execute their designated jobs with 4.30 mean value. At seventh place comes the statement to see if the lecturers are happy with the activities run in the organisation and if they are happy participating in them with mean value of 4.27. In terms of leave administration, the lecturers are mostly happy this is shown with mean value of 4.20 for the item statement to seek their view on the leave policy.

When asked about how they feel when completing their job and if that gives them a sense of personal success the statement score ninth rank with mean value of 4.18. This is followed by statement "I am happy with my work responsibilities" with mean value of 4.11. Statement "I am satisfied with the job location" has a mean value of 4.09 this could mean that most of the lecturers have settled down where they are posted for duty.

Looking at the statement to see if the lecturers are happy to be able to have a balanced between their daily working life and their social life we can see that most lecturers can balance their work life with their social life and that they have time for both, the mean value for that statement is 4.08. Statement “I am satisfied with the working environment” comes next with mean value of 4.05. At fourteenth rank comes the statement asking if the lecturers are happy about the job that they are currently entrusted to perform and that job represents their abilities with mean value of 4.02 and with that is the last statement that carries the mean value of above 4.00 points under the independent variable job satisfaction.

According to the mean values, most lecturers have similar perception towards the questionnaire statements especially on the recognition they receive, appraisals and their rights to put up their opinions in the organisation. At fifteenth rank is the statement about the current policies on performance assessment of the organisation whether they are happy with it this item statement scores with mean value of 3.96. Next, is the statement asking the lecturers if they are satisfied with the acknowledgement and appreciation that they receive for their work with 3.87 mean value. The statement in the questionnaire asking the lecturers if they are happy with the ability to give out their views on a matter in the organisation has a mean value of 3.85 and statement about what they think regarding the reward that they receive and if that reward matches their workload has a mean value of 3.77. Statement at rank nineteen dives into

the question whether they are happy with the management personnel and whether they emit mentoring qualities with mean value of 3.77. All of the statement above contributes to the contentment of the lecturers with the structure of the organisation.

In terms of salary structure satisfaction of the lecturers there are a bit discontented among the lecturers, this is seen with the next two statements below on salary that the lecturers have responded in the questionnaire which has the lowest mean value among the 21 item statements. The statement to see if the lecturer is happy with the current policy on salary has a mean value of 3.72 and statement “I feel that the salary that I receive is up to my academic qualification” has the lowest mean value at 2.92.

Hamzah *et al.* (2016) interprets this value to be on medium range. This could mean that the satisfaction level of the lecturers could be boosted if the salary structure is revised. The grand mean value for the 21 items in the independent variable Job Satisfaction (JS) is calculated at 4.04 which falls under high range.

Looking at the next independent variable which is Job Stress the highest mean value of 4.29 is for statement asking the lecturers if they are aware of what is required of them in their job next comes the statement to assess the lecturers if they know the process to complete their job with mean value of 4.25. The two statements above show that the lecturers know what their job description and job specifications are. A lot of the lecturers agree

with the statement that asks them whether they get consistent job related instructions from their direct superior this statement has mean a value of 3.89.

The statements below portrays medium satisfaction of the lecturers towards the item posed. This could mean that the lecturers may be stressed at some point with the selected topic raised in the statement. The item to see if the lecturers think they have ample time to complete their task has a mean value of 3.10 followed by item on supplies whether they do not have enough or that it is hard to acquire the supplies to complete their job with mean value of 3.09. Next is the statement asking the lecturers if they have enough materials to compete their task with mean value of 3.04 and statement “My workload is not heavy” with mean value of 3.02.

Other statements under the independent variable job stress are “I work under clear directives” with mean value of 3.01. The statement asking whether the lecturers does not receive inconsistent instructions from various superiors scores at mean value of 3.01 as well. This could mean that the lecturers might have some problems with their supervisors and other heads of departments. On middle range is the statement “I have enough support services to do my job” with mean value of 3.00.

The only statement that has a mean value under 3.00 points is the statement asking whether the lecturers have sufficient time to get their task done with the mean score value at 2.96 which could mean that the work load

of the lecturers could be high or that they have priority issues. The grand mean value for the 11 items in the independent variable Job Stress (JST) is calculated as 3.33.

Lastly, for the independent variable promotion opportunity the highest mean value is for the statement to know whether the lecturers think that the organisation gives them the opportunity for career growth with mean value of 4.25. The high mean value for this statement shows that the promotion policy is widely circulated among the lecturers and that they are aware of the needs of the policy. This is followed by mean value of 4.12 for the statement “I am well aware of the criteria for promotion”. “The promotion policy is based on excellence” statement is rank at number three with mean value of 4.03.

As for the statement question on “Promotion exercise is held regularly” the mean value is at fourth rank with 3.96. It is still on the high side considering that the promotion exercise is done every year. The statement “The promotion policy is fair” has a mean value of 3.78 and finally for statement to see if the lecturers think that the promotion structure of their organisation is similar to that of other organisations has mean value score at 3.49. The grand mean value for all the 6 items in the independent variable Promotion Opportunity (PO) is calculated as 3.94.

According to Hamzah *et al.* (2016), the mean values could be interpreted from very low to very high level. From the data and mean

analysis generated it shows that the independent variables are highly connected to turnover intention where it shows that the mean score for turnover intention is 3.34 which is in the high level range. The detailed analysis of the variables that effects turnover intention among the lecturers from the polytechnic and community college are as follows:

Table 4.7
Research Mean Analysis Score

Variable	Independent Variable Mean Score	Score Value Interpretation
Turnover Intention	3.34	High
Organisation Commitment	3.99	High
Job Satisfaction	4.04	High
Job Stress	3.33	High
Promotion Opportunity	3.94	High

Source: Data generated by SPSS Statistics

4.5.2 Respondents Demographic Profile

For the purpose of gathering the respondent's social characteristics profile, the items under the demographic data section of the questionnaire is design to engage the respondents to give out information about their personal details. Items in this section include questions such as their gender, age range, education qualification, years of service, service grade in the service, salary range and their supervisory role in the organisation. The data which is collected here will be further explained and discussed in the chapter. Summary of the respondent's profile is in Table 4.8 below.

Table 4.8
Socio-Demographic Summary

Item	Frequency	Percent
Gender		
Male	85	34.3
Female	163	65.7
Age		
21 to 29 years old	12	4.8
30 to 39 years old	179	72.2
40 to 49 years old	55	22.2
50 to 59 years old	2	0.8
Highest Education Qualification		
Diploma	12	4.8
Bachelor's Degree	132	53.2
Masters Degree	97	39.1
Doctoral Degree	7	2.8
Years in Service		
1 to 5 years	16	6.5
6 to 10 years	121	48.8
11 to 20 years	108	43.5
More than 21 years	3	1.2
Grade		
DH 51/52	1	0.4
DH 47/48	37	14.9
DH 43/44	128	51.6
DH 41/42	69	27.8
DH 33/34	7	2.8
DH 31/32	2	0.8
DH 29	4	1.6
Salary		
RM2,000 and below	4	1.6
RM2,001 to RM4,000	27	10.9
RM4,001 to RM6,000	181	73.0
RM6,001 and above	36	14.5
Role		
Supervisory	97	39.1
Non-Supervisory	151	60.9

Source: Data generated by SPSS Statistics

4.5.2.1 Gender

The study indicated that from 248 questionnaires there are 163 which is 65.7 percent of the respondents were of female respondents and 85 which is 34.3 percent who are male respondents. This data shows that there is a higher frequency number of female respondents rather than the total amount of male respondents among the population sample that participated in the research. The total number recorded of female respondents in the research doubles the number of male respondents as shown in Table 4.9 below.

Table 4.9
Gender of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	85	34.3	34.3	34.3
Female	163	65.7	65.7	100.0
Total	248	100.0	100.0	

Source: Data generated by SPSS Statistics

4.5.2.2 Age

The Figure 4.1 below shows the respondent's distribution in term of their age range from the polytechnic and community college that participated in answering the research questions. The age profile item of the respondents has been categorized into four (4) age range which are 21 to 29 years old, 30 to 39 years old, 40 to 49 years old and 50 to 59 years old.

The age range that was chosen for this research refers to the minimum age requirement and maximum age of service in the public service. Where 21 years old is the minimum age to be appointed and 60 years old is the current age for compulsory retirement in the public sector.

Most of the respondents that participated in this research falls between the ages of 30 to 39, which is 72.2 percent 179 respondents that made up more than half of the data collected. The next highest number of respondents that participated in answering the research questions are from the age range group of 40 to 49 years old, the number of respondents recorded from this age group is 55 respondents which makes up to 22.2 percent of the total 248 respondents.

The third highest number of respondents which add up to 12 respondents and 4.8 percent of the overall sample population are from the category of age range of 21 to 29 years old. The number of lecturers that participated from the age group range of 50 to 59 years old totaled up to 2 respondents and 0.8 percent of the overall research.

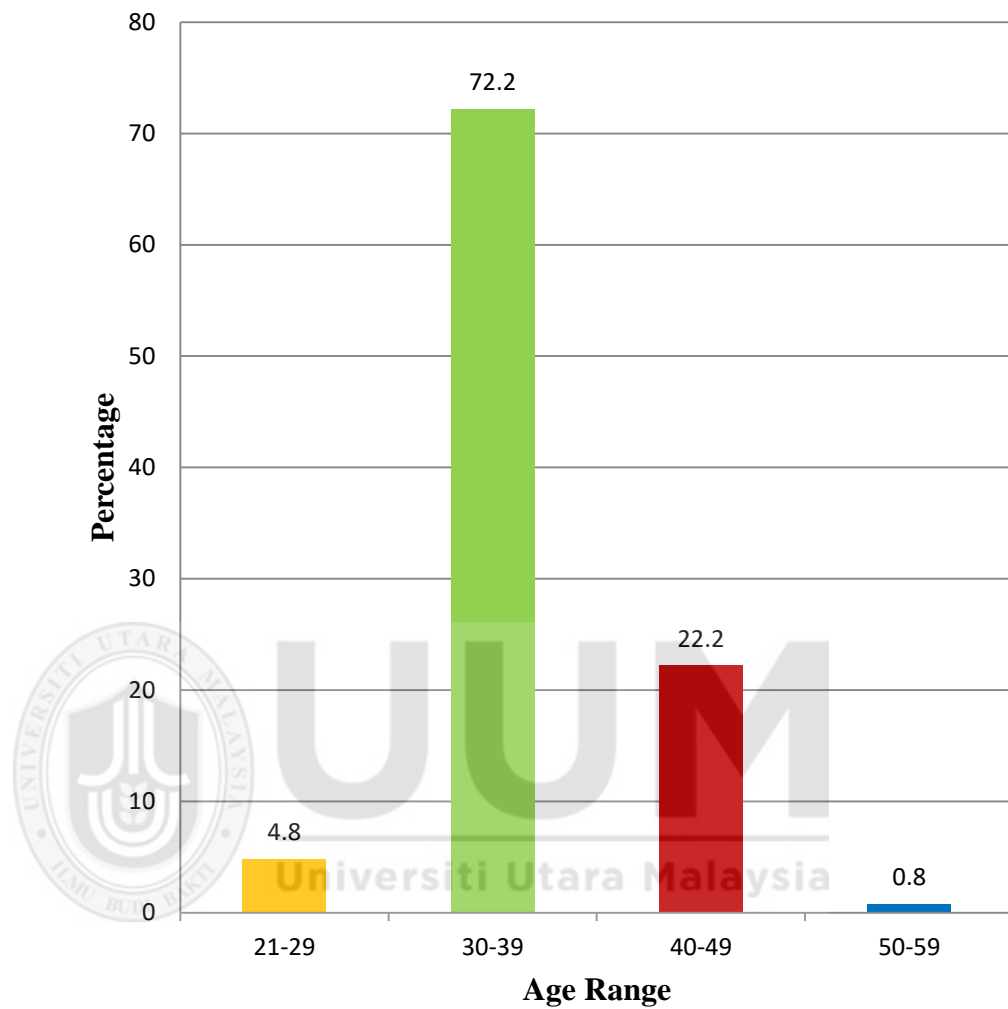


Figure 4.1
Percentage of Respondents by Age Range
Source: Data generated by SPSS Statistics

4.5.2.3 Highest Education Qualification

The data in Figure 4.2 portrays the total recorded number of respondents according to their respective education qualification.

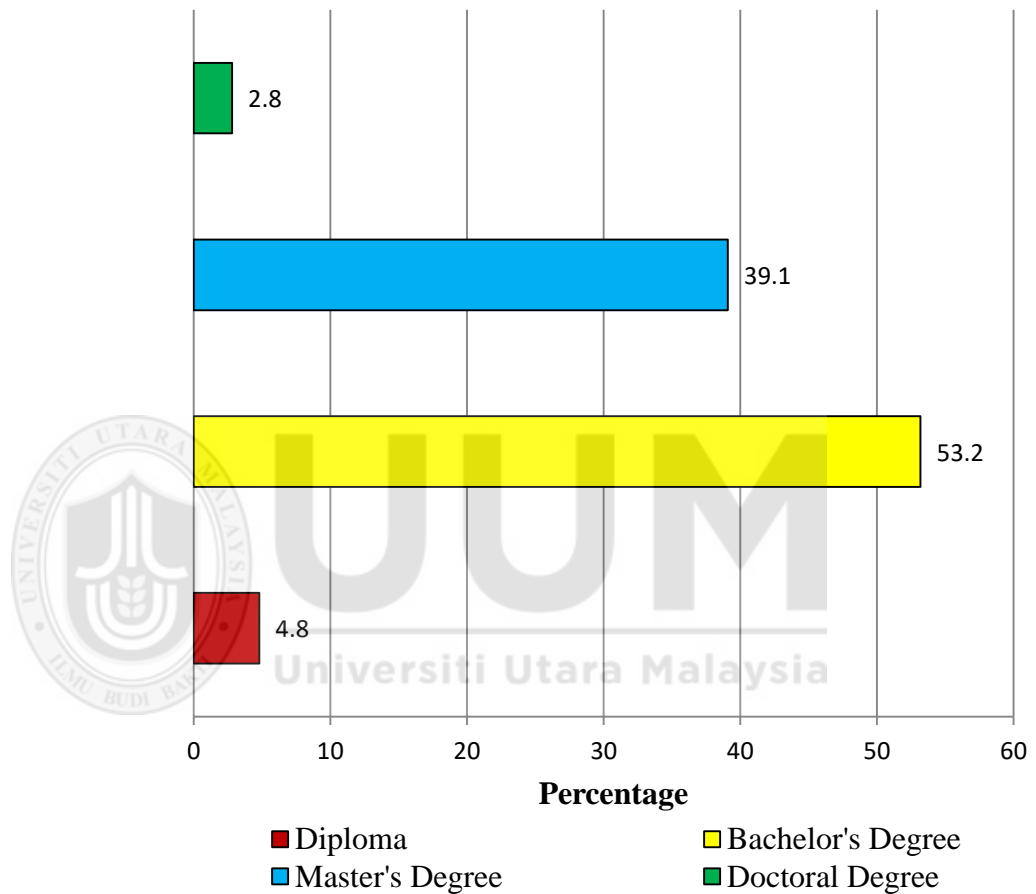


Figure 4.2

Percentage of Respondents by Highest Education Qualification

Source: Data generated by SPSS Statistics

According to the total number of respondents that responded the research questions, the highest number of respondents in relation to academic qualification of the respondents is those with Bachelor's Degree with 53.2 percent of the respondents which makes 132

respondents. The next highest number of respondents acquired their Master's Degree that is 39.1 percent. This number makes up to 97 of the respondents. The third highest number of respondents has Diploma which is 4.8 percent that is 12 respondents and lastly, respondents with Doctoral Degree makes up to 2.8 percent of all the respondents which is seven (7) respondents.

4.5.2.4 Years of Service

The years of service are divided into four (4) range categories which started 1 to 5 years followed by 5 to 10 years, 10 to 20 years and lastly, more than 20 years. The percentage of respondents according to years in service is shown in the pie chart Figure 4.3 below.

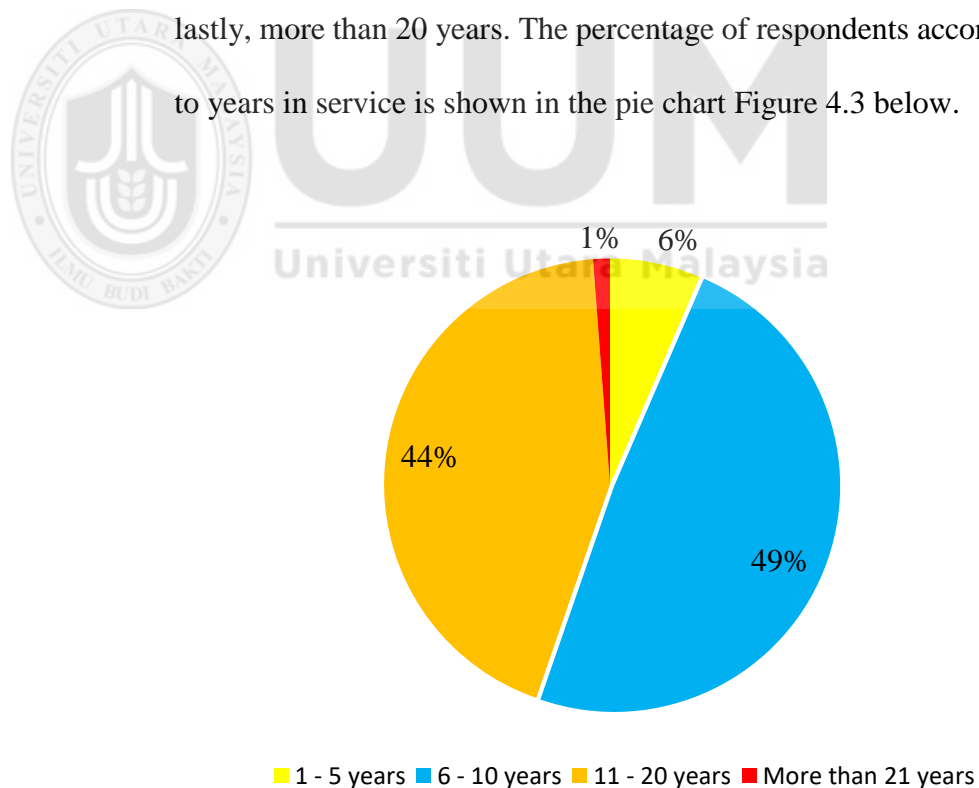
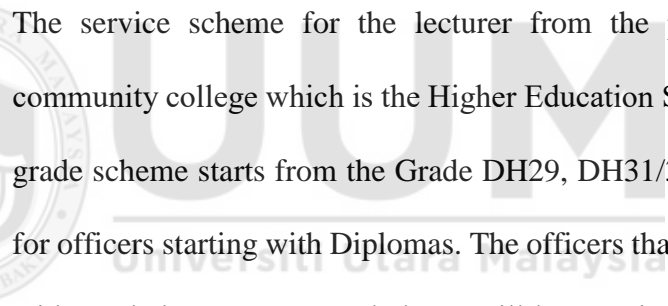


Figure 4.3
Percentage of Respondents by Years of Service
 Source: Data generated by SPSS Statistics

Between the four (4) ranges the highest number of lecturers has 6 to 10 years of working experience with 121 respondents and 48.8 percent of the total respondents. The next highest number of respondents comes from the working experience range of 11 to 20 years with 108 respondents and 43.5 percent. Respondents with 1 to 5 years make up 6.5 percent or 16 of the total respondents whereas three (3) respondents have more than 21 years of experience in service.

4.5.2.5 Grade



The service scheme for the lecturer from the polytechnic and community college which is the Higher Education Service Officer's grade scheme starts from the Grade DH29, DH31/32 and DH33/34 for officers starting with Diplomas. The officers that join the service with Bachelor's Degree and above will be appointed starting from grade DH41/42, DH43/44, DH47/48, DH51/52 and DH53/54. The odd numbers are the appointment grades whereas the even numbers are the grades for promotion.

According to the survey conducted, there are a number of 128 respondents in Grade DH43/44 which makes the highest number of respondents in the survey. This grade of respondent represents a total of 51.6 percent of the whole research. The next highest respondents come from the Grade DH41/42 followed by those in

Grade DH47/48 which makes 27.8 percent with 69 respondents and 14.9 percent that is 37 respondents respectively. Other grades makes up a total of 14 respondents which are DH33/34 with 7 respondents, DH29 with 4 respondents, DH31/32 with 2 respondents and lastly DH51/52 with 1 respondent. The percentage of respondents according to their service grade is shown in the Figure 4.4 below.

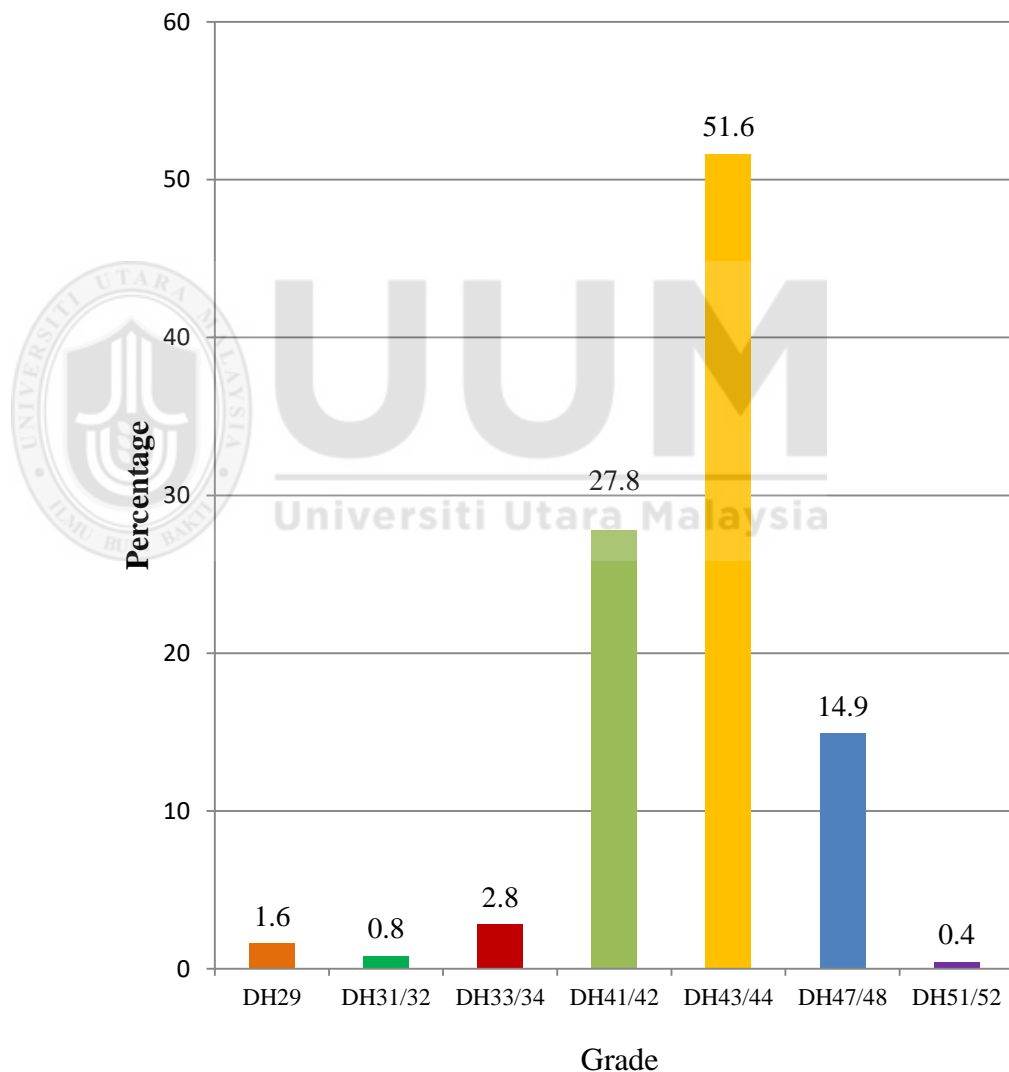


Figure 4.4
Percentage of Respondents by Grade
Source: Data generated by SPSS Statistics

4.5.2.6 Salary

Figure 4.5 below shows the percentage of the respondents by salary range. The salary range is divided into four (4) categories as stated below:

- a) RM2,000.00 and below;
- b) RM2,001.00 to RM4,000.00;
- c) RM4,001.00 to RM6,000.00; and
- d) RM6,001.00 and above.

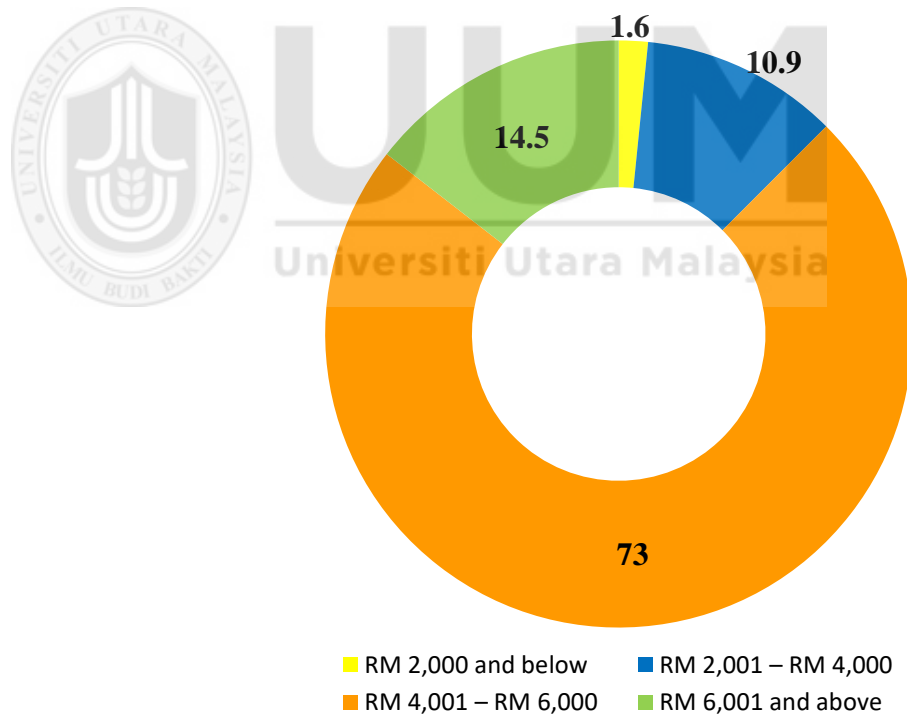


Figure 4.5
Percentage of Respondents by Salary
Source: Data generated by SPSS Statistics

According to the Figure 4.5 above the number of respondents that participated in the research that receive the salary within the range of RM 2,000.00 and below is 1.6 percent which makes 4 respondents from the overall respondents of 248 the lowest number of respondents. The lecturers that are within the salary range of RM2,001.00 – RM4,000.00 is the third highest with 10.9 percent with 27 respondents.

The second highest salary range of respondents are from the range of RM4,001.00 – RM6,000.00 with 36 respondents which is 14.5 percent. The highest numbers of respondents are from the salary range of RM6,001.00 and above with 181 respondents that is 73.0 percent from the total respondents.

4.6 INFERENTIAL ANALYSIS

To determine the relationship between each of the variables, the research further examines the hypotheses (Hypotheses Testing) as below:

- H1: There is a significant relationship between organisation commitment and turnover intention of lecturers from the polytechnic and community college.
- H2: There is a significant relationship between job satisfaction and turnover intention of lecturers from the polytechnic and community college.
- H3: There is a significant relationship between job stress and turnover intention of lecturers from the polytechnic and community college.

H4: There is a significant relationship between promotion opportunity and turnover intention of lecturers from the polytechnic and community college.

H5: There is a significant influence between organisation commitment, job satisfaction, job stress and promotion opportunities with turnover intention of lecturers from the polytechnic and community college.

The research will test the five (5) developed hypotheses thru inferential analysis. For this purpose, the relationship between the IV and the DV will be examined using the Pearson Correlation. As for the influence of the IV and the DV linear regression will be used to determine the influence.

4.6.1 Correlation between Variables

Table 4.10 below shows the analysis that was conducted on the research variables to discover evidence of relationship between the independent variables (organisational commitment, job satisfaction, job stress and promotion opportunity) with the dependent variable (turnover intention) among the lecturers from the polytechnic and community colleges.

The coefficient correlation value is ranged between the values of -1.0 to +1.0. The table below illustrates the coefficient correlation level of relationship between all of the chosen variables for the research.

Looking at the data in Table 4.9, there are evidence of positive and negative relationships shown between the chosen independent variables and dependent variable. Among the most significant value results for correlation

coefficient between the variables, the correlation coefficient value between organisation commitment of the lecturers from the polytechnic and community college with their turnover intention is the greatest, which values at 0.914.

Table 4.10
Correlation between Variables

		Correlations				
		TI	OC	JS	JST	PO
TI	Pearson Correlation	1	.914**	.839**	.910**	.899**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	248	248	248	248	248
OC	Pearson Correlation	.914**	1	.943**	.970**	.948**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	248	248	248	248	248
JS	Pearson Correlation	.839**	.943**	1	.926**	.899**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	248	248	248	248	248
JST	Pearson Correlation	.910**	.970**	.926**	1	.946**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	248	248	248	248	248
PO	Pearson Correlation	.899**	.948**	.899**	.946**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	248	248	248	248	248

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data Generated by SPSS Statistics

Legend: TI - Turnover Intention
OC - Organisation Commitment
JS - Job Satisfaction
JST - Job Stress
PO - Promotion Opportunity

This indicates a positive relationship 0.914 between organisation commitment with turnover intention. Other strong relationship between the

variables is the relationship that exist among the job stress variable with turnover intention which recorded the coefficient value at 0.910.

Positive relationship is also seen between job satisfaction with t which has the coefficient turnover intention with a value of 0.839. Promotion opportunity has a value of 0.899 which is a positive relationship is between with turnover intention.

- H1: There is a significant relationship between organisation commitment and turnover intention of lecturers from the polytechnic and community college. The Table 4.10 above shows the analysis done to see the relationship between organisation commitment and turnover intention. According to the results, the value of $r = 0.914$, $p < 0.05$. It shows that there exist a positive and strong high relationship between the two variables.
- H2: There is a significant relationship between job satisfaction and turnover intention of lecturers from the polytechnic and community college. The Table 4.10 above shows the analysis relationship between job satisfaction and turnover intention. According to the results, the value of $r = 0.839$, $p < 0.05$. It shows that there exist a positive and strong high relationship between the two variables.
- H3: There is a significant relationship between job stress and turnover intention of lecturers from the polytechnic and community college. The Table 4.10 above shows the analysis relationship between job stress and turnover intention. According to the results, the value of $r = 0.910$, $p < 0.05$. It shows

that there exist a positive and strong high relationship between the two variables.

H4: There is a significant relationship between promotion opportunity and turnover intention of lecturers from the polytechnic and community college. The Table 4.10 above shows the analysis relationship between promotion opportunity and turnover intention. According to the results, the value of $r=0.899$, $p<0.05$. It shows that there exist a positive and strong high relationship between the two variables.

4.6.2 Multiple Regression Analysis

Regression defined by Zikmund, *et al.* (2013) is the extension of the simple regression analysis is called the multiple regression analysis. It analyzes the data of the research to determine the association in which could affect more than one of the independent variables which are investigated simultaneously on a single, interval-scaled dependent variable.

Table 4.11
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926a	.857	.855	.58408

a. Predictors: (Constant), PO, JST, OC, JS

Source: Data Generated by SPSS Statistics

Legend: TI - Turnover Intention
 OC - Organisation Commitment
 JS - Job Satisfaction
 JST - Job Stress
 PO - Promotion Opportunity

Based on the Table 4.11 above, we can identify the correlation coefficient value (R value) which is 0.926 it shows the score for correlation between the independent variables (organisation commitment, job satisfaction, job stress and promotion opportunity) and the dependent variable (turnover intention). The R Square value is the indication of the level or percentage in which the independent variables can help explain the variations in the dependent variable.

Based on the study conducted on the polytechnic and community college lecturers, the independent variables can be explain at 85.7 percent of the variation in the dependent variable. Despite the 85.7 percent of the research that could be explained, there are another 14.3 percent which is the balance from that total which cannot be explained in this research.

This percentage could indicate the fact that there are possible other important independent variables which are critical in explaining the job turnover intention which is not included in this research but could be included in future research on the lecturers from the polytechnic and community college. The adjusted R^2 value is 0.855 this value contributed 85.7 percent of turnover intention among the lecturers from the polytechnics and community colleges.

4.6.3 Analysis of Variance (ANOVA)

Analysis of Variance (ANOVA) as defined by Zikmund, *et al.* (2013) is a hypothesis testing technique to determine whether statistically significant

differences in means occur between two or more groups of the variable. It involves the investigation of the effects of one treatment variable on an interval scaled dependent variable.

Table 4.12
Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	498.613	4	124.653	365.386	.000b
Residual	82.901	243	.341		
Total	581.513	247			

a. Dependent Variable: TI

b. Predictors: (Constant), PO, JST, OC, JS

Source: Data Generated by SPSS Statistics

Legend: TI - Turnover Intention
OC - Organisation Commitment
JS - Job Satisfaction
JST - Job Stress
PO - Promotion Opportunity

According to the ANOVA value in Table 4.12 above, the F value is 365.386. The significant value (p-value) is 0.000 and it is less than the chosen alpha value (confidence level) for the research which is 0.05. Thus, the number shows that the F value is highly significant to the study on the turnover intention among polytechnic and community college lecturers.

This ANOVA model indicates that the independent variables which are the organisation commitment, job satisfaction, job stress and promotion opportunity are significant in explaining the dependent variable which is turnover intention.

4.5.4 Coefficient

The Table 4.13 below shows the coefficient values of the research for the turnover intention of lecturers from polytechnic and community college. The dependent variable being turnover intention and the independent variable being organisation commitment, job satisfaction, job stress and promotion opportunity are significant.

Table 4.13
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.313	.104		3.006	.003
1 OC	.703	.143	.599	4.925	.000
JS	-.304	.088	-.253	-3.447	.001
JST	.373	.117	.341	3.191	.002
PO	.252	.087	.235	2.896	.004

a. Dependent Variable: TI

Source: Data Generated by SPSS Statistics

Legend: TI - Turnover Intention
OC - Organisation Commitment
JS - Job Satisfaction
JST - Job Stress
PO - Promotion Opportunity

According to the SPSS result in Table 4.13 above, the independent variable organisation commitment variable has the beta value (β) of 0.599, Job satisfaction variable has the β value of -0.253, job stress has the β value of 0.341 and promotion opportunity has the β value of 0.235. The higher the beta β value, the stronger the influence on the dependent variable.

From the data, job stress has β value of 0.341. It means that job turnover intention will increase 0.341 units when job stress is increased by 1 unit while other independent variables remain constant.

According to the table, Organisation commitment has β value of 0.599 and this indicates that job turnover intention will increase by 0.599 units when organisation commitment is increased by 1 unit while other independent variables remain constant.

Next, β value of -0.253 represents that for every 1 unit of job satisfaction decreases while other independent variables remain constant the job turnover intention will be decrease by 0.253 units.

The β value of promotion opportunities is 0.253 indicates that job turnover intention will increase by 0.253 units when promotion opportunity is increased by 1 unit while other independent variables remain constant.

The influence level is the indication of p-values. The significance value of organisation commitment, job satisfaction, job stress and promotion opportunity as stated in Table 4.13 are 0.000, 0.001, 0.002, and 0.004 respectively. As all the p-values are lower than the significance level of 0.05 (95 percent) which was set for this research in chapter 3.

Thus, as a conclusion it is evident that all four (4) independent variables organisation commitment, job satisfaction, job stress and promotion opportunity are reliable and have significant relationship with the dependent variable job turnover intention. Therefore, all of the

hypotheses that has been developed to prove the relationship H1, H2, H3 and H4 are accepted.

Regarding the hypotheses that has been developed to prove the influence of the independent variable with the dependent variable since all of the p-value in Table 4.13 are lower than 0.05 therefore, the hypothesis H5 is also accepted.

H1: There is a positive significant relationship between organisation commitment and turnover intention of lecturers from the polytechnic and community college.

H2: There is a negative significant relationship between job satisfaction and turnover intention of lecturers from the polytechnic and community college.

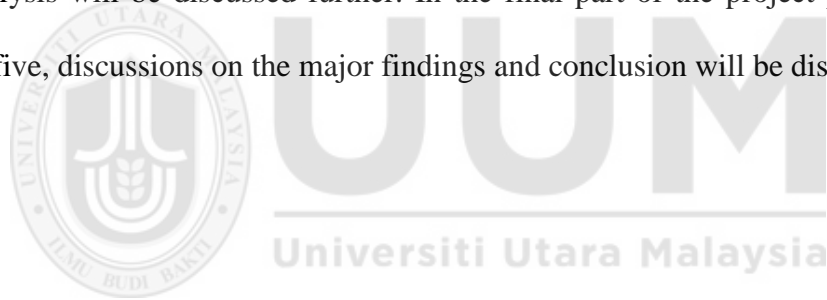
H3: There is a positive significant relationship between job stress and turnover intention of lecturers from the polytechnic and community college.

H4: There is a positive significant relationship between promotion opportunity and turnover intention of lecturers from the polytechnic and community college.

H5: There is a significant influence between organisational commitment, job satisfaction, job stress and promotion opportunities with turnover intention of lecturers from the polytechnic and community college.

4.7 SUMMARY

As a summary, this chapter summarizes on the findings of the research and discussion, data and value scores of the descriptive analysis, scale measurement, reliability analysis, Pearson Correlation Coefficient and Multiple Regression analysis are detailed out and explained to further analyze and interpret the data collected to form a better understanding of the pattern on turnover intention. From the regression result it can be concluded that all four (4) variables (organisation commitment, job satisfaction, job stress and promotion opportunity) in the research have effect towards Turnover Intention with a significant percentage of 85.7 percent. In chapter five, the result and data interpretation result from data analysis will be discussed further. In the final part of the project paper that is the chapter five, discussions on the major findings and conclusion will be discussed as well.



CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

In chapter four (4), analysis and interpretation is done on the data of the conducted research. In chapter 5 however, more constructive discussions on the findings of the result obtained, implications of research, limitations that was faced by the researcher upon conducting the research as well as recommendations for future research and also the conclusion of the topic research will be laid out and further discuss.

5.2 RECAPITALIZATION OF THE RESEARCH

The research forms together five (5) chapters, where in the chapters, it has been categorized and written according to the order to extend the best possible elaboration towards the key variables of the research. The chapters begins with the introduction, where information on the research was laid out in terms of the problem statement, research questions, research objective, scope, significance and the organisation of the research.

Chapter two contains information about the past research done (literature review) upon similar chosen variables. Basic terms of the research is discussed here in this chapter which further explains the variables. Definitions of organisation commitment is defined here followed by past research done that could better understand the relationship between organization commitment and turnover intention.

The next definition discussed is job satisfaction and also the connection or relationship job satisfaction has with turnover intention. Job stress and promotion

opportunity are also defined in the chapter followed by the relationship both job stress and promotion opportunity has with turnover intention. This chapter is crucial for it explains the previous research done on similar aspects and further strengthen the chosen variables that is being used in the research.

The third segment of the research discusses the methodologies that was used for the purpose of this research to find the factors of turnover intention among lecturers. It starts with the visualisation of the framework linking the independent variables and the dependent variables for better understanding. Hypotheses developed for the research is discussed as well. Other aspects of the research design is also being discussed here such as the type of research, how the data will be analysed and the method of calculating the results.

Methods of measurement and the instrumentation of the research is detailed out here in the third chapter as well and reasons why such procedures was chosen to be used in conducting the research are also mentioned. An important part of the chapter is the discussion on pilot testing, where 30 lecturers have participated in a small scaled research to scrutinize the research process and questionnaire developed where the results of this pilot testing have further implicated the larger scaled research.

The fourth chapter talks about the results and discussion about the research done. The results and discussions is described using the SPSS software to put together the data that was collected and compute them into statistical means. The chapter starts with the detailed process of data coding and entry into the SPSS software. With that done, the data is then put into a series of tests and analysis. The analysis done on the data are descriptive analysis, reliability analysis, mean analysis, correlation analysis, normality test and

multiple regression analysis. The study was based on the data collected from 248 lecturers from the polytechnic and community college that works in the ministry towards their inclination towards leaving the organisation.

Finally, the last segment of the report is the conclusion and recommendation. In this segment of the report, information on findings and detailed summary of each variables are laid out. The chapter discusses the whole research done and how it could be improved in the future. Limitations faced when conducting the research is also included for reference for future studies either of the same topic or perhaps the same category. This is to provide some sort of aid for future studies so that it could be managed and further improve the summary of the research.

5.3 FINDINGS

Based on the results of the analysis that was conducted on the collected data in chapter four (4), there are some findings that can be highlighted and looked into further by the employer mainly the Ministry of Education (Higher Education) and the Polytechnic and Community College Education Department and the organisations that is working in the educational service industry to better retain employees. Upon finding the factors and issues that concerns the matter of turnover intention of lecturers in the polytechnic and community college we can help shed light to the issue so that the retention ratio in their organisation could be increased.

The findings will be discussed according to the list of research objectives that has been highlighted in the first chapter which is the level of turnover intention, the relationship between the independent variables (organisation commitment, job satisfaction, job stress

and promotion opportunity) with the dependent variables (turnover intention) and lastly, the influence of turnover intention among the lecturers.

5.3.1 Level of turnover intention among the lecturers from the polytechnic and community college

The turnover intention level among the polytechnic and community college lecturers are at a high level shown by the mean analysis value of 3.34 this high number shows that the lecturers have inclination towards turnover intention. This finding is in line with many research that shows that the variables in the research which are the organisation commitment, job satisfaction, job stress and promotion opportunity have high levels towards turnover intention. According to Arshad and Puteh (2015) a high number of turnover cases among employees would indicate the existence of a major weakness towards the organisation's achievement.

Also mentioned by Hassan (2014) in the research to find factors that could lead to technical employees especially in the information technology organization mentioned that a high level of cases on turnover would bring demise to the organisation direct and indirectly towards cost and profitability.

The research by (Mughal *et al.*, 2016) in seeking the satisfaction and intention to leave among academicians also found out that there exist a medium level of turnover intention among the academicians. This medium level of turnover intention might indicate that maybe the academicians are

mostly likely to leave the organization in the future due to low job satisfaction. However, due to the fact that it is a medium level value, there is a risk that the academicians are likely to lean on to turnover intention in the future if the situation leads to it and there is no action taken by the management to overcome the matter.

5.3.2 Relationship between organisation commitment with turnover intention among the lecturers from the polytechnic and community college

Results of the correlation analysis between promotion opportunity with turnover intention shows a high relationship correlation between the two variables where the correlation is 0.914. During the process of recruitment to find the most suitable person to be employed for the specific job vacancy offered in any organisation, many of the human resource management planners these days seem to only focus mostly on the candidate's resources in terms of their basic aspects of knowledge, expertise and work skill capabilities. No doubt that these values are important but during recruitment process human resource tend to overlook personal attributes, attitudes and characteristics that could effect the employee's long term organisational commitment.

They are not taking into consideration other aspects of the job seekers such as interpersonal skills such as their internal loyalty factors which could help contribute to the employees stay longer in the organization

(Saraih, *et al.*, 2017). By doing so, it might be harmful to the organisation in the future in terms of employees deciding to leave the organization due to their lack of organisation commitment.

Looking at the results of the data below it clearly shows that there are quite a high number of respondents that participated in the research that is really thinking about leaving their current job. This is true when there is a close margin of difference of percentage of respondents agreeing and disagreeing on thinking about leaving their job where there is a total of 46.8 percent of respondents who does not think about leaving their job and 45.6 percent is thinking about leaving and another 7.7 percent are undecided which could be either agreeing or disagreeing to the statement.

The Ministry and Polytechnic and Community College Education Department should look into the matter closely for it is not a good sign that almost half of the population of lecturers that were in the research is thinking about leaving their job. By actually thinking about leaving, the lecturers might one day leave as they find a better job. By doing a simple crosstabulation on two (2) of these question whether the lecturers think about leaving and will they leave once they acquire a new job 116 respondents disagrees while 113 agrees. The data is laid out in Table 5.1 above.

Upchurch *et al.* (2010) in their research titled Organizational Commitment in the Food Service Industry defines organisational

commitment as potential networking among employees and the organisation. They also noted in their definition of organizational commitment to be the degree of the company's relationship with its employees. Upchurch *et al.* (2010) in their research paper also mentions that employee's motivation can often be brought about by a higher feeling of organizational commitment.

Looking at the research done on the Higher Education Officers on their connection towards the organisation we can see that there are certain tendencies of the lecturers in terms of their connection towards the organisation. Some of the questions that were included in the questionnaire that reflect their connection, values and loyalty towards the organisation are as follow:

- i. I mention to my friends that this organisation is a great organisation to work for.
- ii. I find that my values and the organisation's values are very similar;
- iii. I am proud to tell others that I am part of this organisation;
- iv. I agree with this organisation's policies on important matters relating to its employees; and
- v. I really care about the fate of this organisation.

The reflection shown in Table in APPENDIX E shows that the Higher Education Officers are having some doubts towards the organisation

which could lead to the lecturers deciding to leave the organisation. This is evident when we look at the frequencies of response from the respondents for the questions i to v listed above.

As we can see the numbers are almost similar except for the question on the respondents view on policies of the organisation towards issues relating to them we can see that when it comes to the organisation's policies on important matters relating to the employees, a significant number of lecturers does not agree with them.

The number could arise worry from the management because it might also be higher or lower on each side. From the data it shows that there is a number of 120 lecturers from the survey that disagrees with the item that they talk about the organisation with their friends and that they agree with the policies with revolves around the employee's benefits.

Further research on the Turnover Intent among 252 Middle School Teachers in Midwest Unites States of America by Reio and Segredo (2013) found out that with positive mentoring experiences among the teachers, successful adaptation, and greater feeling of commitment towards the organisation had resulted in a reduced likelihood of turnover intent among them. The strongest correlation according to their research done was the relationship between organizational commitment and turnover intent.

Other research on turnover intention done in the country for example by Feng and Angeline (2010) a study done in areas of Klang Valley in

Malaysia towards a number of 93 music teachers from private music schools. The music teachers showed signs of no intention to leave the schools when they perceive that they are being supported and motivated, also they do not intend to leave when they are satisfied with their job and are not emotionally stressed which is due to the pressures of teaching.

Their intention to leave the current employment was also indirectly related to the extent to which they were affectively committed to their schools. The research also revealed that the music teachers were likely to change jobs when they persistently feel dissatisfied with their current job and when they are emotionally exhausted. This matter could also be linked together with the independent variable job stress.

The Ministry and Polytechnic and Community College Education Department should consider looking at the factor that effects the employees to want to leave the organisation. Some of the findings under the variable organisation commitment sees that most lecturers don't feel loyal towards the organization with an accumulated 52.0 percent (129 respondents) disagree with the statement "I feel loyal towards this organisation". The ministry needs to promote more on loyalty programmes to make the lecturers feel that they own the organisation and would like to be part of the organisation.

During the execution of the research, it is found out that the lecturers from the polytechnic and community college does not have a proper channel

to address their concerns about their work and aspects of the Higher Education Scheme. It is advisable that the Ministry and the Polytechnic and Community College Education Department consider to set up a union that is specially catered for the Higher Education Officers. This will greatly help with the support for the lecturers on their wellbeing and their career path.

A look into the teaching community, it is found out that they have their own union called the National Union of the Teaching Profession Malaysia (NUTP). They protect the teaching community and the teaching profession in areas regarding their service, its business networking relationship, special privileges and matters that relates to the ecosystem of the teaching profession.

The NUTP organisation helps to improve the welfare conditions of its members in the areas concerning social and material aspects which is done according to the rules and regulation of a workers union (NUTP, 2010). It is mentioned by the lecturers during the research that some of the Higher Education Officer sought help from the NUTP organisation which is not the right channel since the NUTP is established for the teachers.

By having their own union which is backed up by leaders from the Ministry and the Polytechnic and Community College Education Department, it is hope that the lecturer's scheme could further developed into a more sought after job. The union must be carefully structured and it must also have the support of the higher management body such as the

Public Service Department, the Ministry of Finance Malaysia and other regulatory body for it to succeed in their objectives and mission to further improve the Higher Education Officers.

As an overall summary towards the organisation commitment variable findings, it is obvious that the Higher Education Officers needs to undergo a lot of organisation commitment programmes an official union for the Higher Education Officers needs to be established as well which caters to the needs of the lecturers. Programs such as corporate family day, retreats also team building could help boost the loyalty, networking, and elevate the sense of belonging towards the organisation.

5.3.3 Relationship between job satisfaction with turnover intention among the lecturers from the polytechnic and community college

Looking at the next independent variable which is the Job Satisfaction variable there are some key findings that needs to be addressed with regard to the research on the Higher Education Officers. Looking at the correlation result of the research it shows that there is a high relationship between job satisfaction with turnover intention with the correlation of 0.839. Where one of the highest number of respondents choices are linked towards salary. Morris, *et al.* (2003) mentions that the employees's commitment towards the organisation that they are currently employed is shaped around the employees' perceptions of fairness and justice towards the compensation and promotion structure procedures and policies of the organisation.

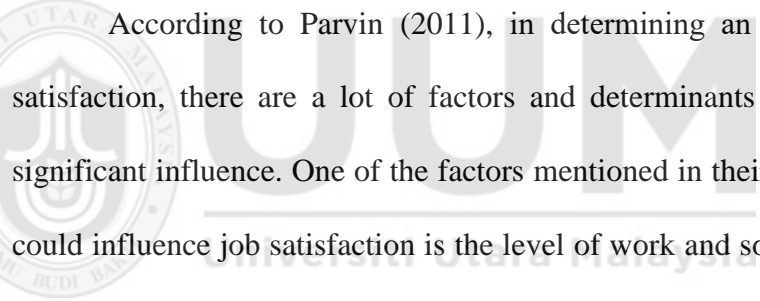
Morris, *et al.* (2003) in their research titled attitudes of Malaysian tertiary educational institution employees towards pay and promotion, the research explores organisational implications of their employee's attitudes and perceptions towards existing pay and promotional policies. The research conducted on 818 fulltime academic staff of the MARA Institute of Technology (ITM) found out that the existing procedures on the pay, promotional policies was mostly dissatisfied by a significant number of the workforce. This notion is backed up with the data received from the Higher Education Officer that disagrees with the current administration of the salary system.

Within the Higher Education Officer that participated in the research, it is found that 144 of the respondents (58.1 percent) do not feel happy with the current salary structure. This can become a significant issue as stated by Kaplan *et al.* (2012) in their research done towards hospital employees mentions a high connection between the variables job satisfaction and organisation commitment. In their research they further explain that employees are more deeply committed to the organisation when the employees are feeling satisfied with their job.

According to Kaplan *et al.* (2012), unless the issues regarding wage policies, organisation environment, benefits and recognition system are revised and employee friendly, the number of employees deciding to leave will increase, service quality of the employees will decrease, stakeholder's satisfaction will be affected negatively, disadvantage of competition will

happen towards the organisation, and as a result of all of this, organisations will face the danger of withdrawing.

This could be the future of the Higher Education Officers unless the Ministry of Education (Higher Education) and the Polytechnic and Community College Education Department take the necessary action towards improving the working conditions especially in terms of salary structure, working environment, recognition process system, compensation and benefits also loyalty programmes to help boost morale and invoke organisation commitment among the lecturers.



According to Parvin (2011), in determining an employee's job satisfaction, there are a lot of factors and determinants that could give significant influence. One of the factors mentioned in their research which could influence job satisfaction is the level of work and social life balance the employees could have in their everyday life.

If we look at the results of the questionnaire item which was designed to look at the response on the lecturer's perception towards their work life balance between their professional working life with their social life. According to the results of the survey there is a total of 50.4 percent of the respondents which are not satisfied with the statement which shows that the lecturers cannot maintain a significantly well and balanced mix between their work and family. This is perhaps due to the workload of the job or that they have other issues surrounding the job structure.

More result findings under the job satisfaction variable, sees that a number of 50.0 percent of respondents which is 124 respondents are not satisfied with the current working hour. The number is quite significant considering the total sample is 248 respondents. This is a major issue for the lecturers from the polytechnic and community college as they are a close service scheme and their work portfolio is closely connected to the community. A lot of the programmes organized, involving diverse parts of the community hence, the working hours will not solely be from 8am to 5pm.

Prior research on job satisfaction of a private University Teachers in Bangladesh also found that job satisfaction determinants has significant relationship with organisations trying to retain the lecturers. Among the 60 data sets that has been collected out of 114 full time faculties of nine universities in the research done by Zaman, Jahan and Mahmud (2014) to explore the factors regarding Job Satisfaction.

In their research done by Zaman *et al.* (2014), it is concluded that there are a lot of unsatisfactory factors which are revealed in the study. Some of them include job opportunity for their spouse, quality for students intake, salary and fringe benefits that are given to them, less opportunity for scholarly pursuits, opportunity for promotion, teaching workload where most of this measures should be taken into account by the management of the university in their aim to retain the employees from having thoughts on turnover intention.

The research by (Mughal *et al.*, 2016) in seeking the satisfaction and intention to leave among academicians also found out that there exist a high level of academicians whom are mostly not happy with the job security, promotion opportunities, compensation benefits and the job description. These basic characteristics of work happiness could increase the employee's feeling towards the organisation and lessen the contribution towards employee turnover intention.

5.3.4 Relationship between job stress with turnover intention among the lecturers from the polytechnic and community college

The research done on the polytechnic and community college lecturers found out that the independent variable job stress have a significant relationship with the dependent variable turnover intention where the correlation result shows that there is a high relationship between job stress with turnover intention with the correlation of 0.910. The same research variable was also used on a study on 150 employees of Pakistan's Private College by Rehman, *et al.* (2012) to find the effects of stress in the working environment with the satisfaction of the employees which is a study done on Private Colleges of Pakistan where the variable chosen was measured in terms of workload and the environment where the worker worked.

In the research done by Rehman *et al.* (2012), it was concluded that the same situation was found to effect the employees at the Private College. They found out that workload and the physical working ecosystem have a

significantly positive effect on the satisfaction of the employees at the private colleges in Pakistan.

Among the highest recorded stressors found from the research done on the lecturers from the polytechnic and community college is the fact that the lecturers do not get clear instructions regarding their work needs. This is shown by 46.8 percent of lecturers disagrees with the statement that they work under clear directives. The director and head of departments need to clearly lay out the job description and specification of the lecturers. Having a clear indicator and Key Performance Index (KPI) which is clear and achievable would greatly help the lecturers to plan out their day and their plan of execution mainly in the everyday learning and teaching process.

The disagreement of the statement above is backed up by 46.8 percent of respondents disagreeing with the statement that they do not receive conflicting job instructions from various people. Directors and head of departments need to clearly set the organisation chart and structure so as to not confuse the lecturers of their position, and the lecturers has a right to report to their supervisors if they receive conflicting job requests.

When asked about the lecturer's work load, a number of 116 out of 248 respondents answered that they have a heavy work load. This is shown by the number of respondents that disagreed with the statement whether they have enough time to get everything done in their job and 63.3 percent of the lecturers disagree towards the statement. Another 50.0 percent of the

respondents answered that they do not get consistent job request from their immediate supervisor.

This according to a research done by Thaden, *et al.* (2010), to understand the Attrition Rate and to predicting employee work durations among the Former Staff in Public Sector Social Service Organization, in the research they conducted a survey on a number of 132 social service organization in the USA and in the research they found that almost all the sample highlighted workload to be ‘overwhelming’ or ‘unmanageable’, and that the absurd volume of work highly contributed to them deciding directly and indirectly on leaving the organization. Workload has negatively affected the motivation of the workers.

Some of the situations which can cause work overload to happen in the polytechnic and community college is due to lack of staffing, getting more work beyond the job description instructed by the higher-ups, or when the increase of workload happens just because of the nature of the job description duties of the lecturer. Turnover by employees will result to more work to be delegated towards the remaining workers, this will continue to happen unless the position is refilled. In this regard, employees are easily stressed and with high stress they would decide to quit, especially during the critical times.

The amount of workload of each employee needs to be addressed thoroughly, where some of the main factor could be lack of staff due to

appointment issues or that a number of employees might be on leave or perhaps there are other staffs which have less work. Heads of departments need to look into job distribution for this might give high impact on satisfaction of the lecturers.

5.3.5 Relationship between promotion opportunity with turnover intention among the lecturers from the polytechnic and community college

Lastly, under the independent variable of the research is the promotion opportunity variable. Looking at the correlation result it shows that there is a high relationship between promotion opportunity with turnover intention with the correlation of 0.899. From the research there is a total of 50.0 percent (124 respondents) of the lecturers does not feel that the promotion structure of the lecturers are similar to other institutions. With respect to predicting the factors that effects turnover intentions the reason why employees leave is because most of them deal with development of the organisation this is due to the fact that they perceive that they would have a better working opportunity available outside of their organisation rather than employees that deal with functional matters of the organisation (Stahl, Chua, Caligiuri, Cerdin, & Taniguchi, 2009).

The lecturers from the polytechnic and community college also falls into the development category employee. Since there is a high market for development employees (in this case educators) they can option out of the organisation and look for other employment opportunities elsewhere,

somewhere work benefits and conditions are better. This in the end can become a vital reason as to why the lecturers choose to leave the current organisation. The idea that they can be better promoted or have better salary structure or even have better work life balance in other institutions might make leaving a choice.

The Ministry of Education (Higher Education) and the Polytechnic and Community College Education Department needs to revise and have a new research done to clearly specify the difference between the structure for the lecturers in the polytechnic and community college is a different promotion structure. They could also at the same time devise plans to help promote the structure to get a sense of buy-in from the lecturers that the promotion structure is specially catered for them.

The ministry and the Polytechnic and Community College Education Department needs to gather information on various promotion structures from local and international higher learning institutions. They could also look into the similar structures of TVET institutions polytechnics and community colleges in other parts of the world.

Most of the other findings are on the mid side of both positive and negative response. On question about whether the organisation provides opportunities for career advancement 47.6 percent of the respondents disagrees. For the question whether the promotion is based on excellence and whether the promotion process is fair, 48.0 percent of the respondents

disagrees. These findings show that some of the lecturers do not really agree with the current promotion system.

A research done by Weng, McElroy, Morrow and Liu (2010) which was done to look into the relationship that the employees have towards career growth and organisation commitment concludes that organisations must be willing to go beyond and facilitate further rather than take simple measures to develop their employees by providing jobs. They have to develop programs that exposes their employees to gain tangible and intangible experiences that would allow them to reach and materialize their goals in their career and help to strengthen their professional potential.

A lot of other prior research backs the claim that promotion opportunity as seen in the results of the current research has a relationship with turnover intention. One other research done by (Karavardar, 2014) where in the research, 92 audit firms in Turkey and a total of 226 auditors took part in the research to look into factors of Organizational Career Growth and Turnover Intention. The research was applied to the Audit Firms in Turkey. According to the research it was also found that factors on the development of professional ability and the growth of remuneration have strong a connection on the employee's intention to leave.

The research on 961 employees in the People's Republic of China from 10 different cities also found that organisation could enhance affective commitment and lessen the degree of continuance and normative

commitment if they focus more on giving towards their employees. In the research conducted it is also found out that organizations which are able to reinforce activities of giving to their employees are able to leverage all three forms of commitment. Examples of activities such as looking back or getting feedback from employees and further strengthening the reward process structure.

Among the factors found to have affected career growth of the employees is the lack of constant interaction between employees and employer. It is also suggested that the progress of employee's growth in their career, development of professional ability, the speed of promotion timeline process, and the growth of remuneration have a different effect altogether. It is seen not to give out multiplicative effects rather more too additive effects towards organizational commitment. Considerations must be made in the sense that to enhance employee's organizational commitment, each of these factors of career growth must be taken seriously for it plays an important and unique place (Weng, McElroy, Morrow and Liu, 2010).

On a further note, the lecturer's scheme specifically the Higher Education Officer (Pegawai Pendidikan Pengajian Tinggi) scheme needs to be reviewed by the Ministry and the Polytechnic and Community College Education Department mainly on the job description, promotion opportunity and the benefits that they receive, this is because the scheme was introduced in the year 2008 as was effective on the 1st of January 2008

(Public Service Department of Malaysia (PSD), 2007) and it has been 10 years since which is a suitable time for a review.

The reason the scheme was introduced in 2008 was because of the separation of the Ministry of Education's higher education sector to create the new Ministry of Higher Education. Other reason was there is a need to better specify the difference in functions between the teachers in schools and the lecturers from polytechnic and community college.

Since the introduction of the new scheme, the Higher Education Officer scheme has not been reviewed and revised in line with the new development and current setting of the tertiary education environment mainly the (TVET). It is advisable that the Ministry and the Polytechnic and Community College Education Department take the necessary steps to gather more information from the ground level to better dive into and to further understand the current needs of the lecturers in the current service and environment setting. This would be seen as a first step that could help retain its lecturers.

5.3.6 Significant influence on turnover intention among the lecturers from the polytechnic and community college

The research have proven that there exist influences between the chosen variables in the research. Organisation Commitment, Job Satisfaction, Job Stress and Promotion Opportunity has said to have significant influence with turnover intention of lecturers from polytechnic and community

college. This is in line with the research done by Lee, Huang, and Zhao (2012) which studies the factors affecting turnover by hotel employees. In their research it evident that there exist a high influence of employees being subjected to the variables of work environment, job satisfaction and organization commitment. If the organisation could facilitate on having a better working environment this will effect the overall satisfaction.

In their research by Lee *et al.* (2012) it is worth mentioning that job satisfaction and salary indirectly has a relationship towards the variable turnover intention employees are said to implicate this perspective towards the organisation, the mission and vision and also business strategies, and their work. Therefore, according to this research it shows that the influence of organisational commitment and job satisfaction is very important to hotel employees. From the research we can see that salary needs to be re vised and loyalty values towards the organization needs to be created.

A research done by Umar, Shamsudin, Subramaniam and Johari (2013) to look at the relationship between career advancement opportunity and burnout at work towards turnover intention mentions that some of the effects of turnover include the decline in the quality, increment of vacancies, more workload and higher responsibilities. According to them the affective events theory and the events that the employees encounter at work can influence the employees to experience positive or negative emotions of stress that can effects the employee's behaviours and result in an outcome that can either increase or reduce turnover rate.

This clearly shows the influence that the job stress and the promotion opportunity has with turnover intention. Rehman *et al.* (2012) further explains that there is a significant number towards positive relationship among work burdens and satisfaction among employees and there exist as well a positive relationship between the organisation environment and the overall job satisfaction. Looking at the results of the research it shows that many lecturers feel that they do not have enough resources to do their job while there is a significant number also mentions that they do not think that the promotion policy structure is similar to other institution.

5.4 IMPLICATION

There are some implications in this research that could be addressed by specifically on the turnover intention by lecturers from the polytechnic and community college. This is because looking at the results of the research we can see that there exist a positive relationship between the independent variables organisation commitment, job satisfaction, job stress and promotion opportunity with the dependent variable turnover intention.

5.4.1 Ministry of Education (Higher Education)

For the betterment of the polytechnic and community college and the development of TVET in the country, the Ministry needs to help the Polytechnic and Community College Education Department to address the lecturer's concerns to the Public Service Department (PSD). As the ministry that manages the overall polytechnic and community colleges through the

department, they should work together and find problems and create solutions to overcome them. One of the issues that could be highlighted with the PSD is the issue of new appointment quota specifically for the lecturers in the polytechnic and community college.

The opportunity to be promoted at work is what most employees look for in their position. The Ministry together with the department needs to clarify and revise the promotion structure so as to make sure that it is transparent. Biswakarma (2016), mentions that those whom does not have possible opportunity to be offered a higher position are most likely to be looking for a new work in the job market. This may lead to the lecturers from the polytechnic and community college to look for other employment elsewhere, a workplace that can give more in terms of benefit and recognition as per their qualification. Owmondah, Onuoha and Akhigbe (2016) however mentions that mostly, employee turnover intention arises whenever the employees have feelings of dissatisfaction towards their job influences such as promotion with that said the ministry and the PSD needs to work together to update and diversify the promotion structure to make it more attractive to the lecturers.

5.4.2 Polytechnic and Community College Education Department

The results of the research on the independent variables organisation commitment, job satisfaction, job stress and promotion opportunity clearly shows what the management of the polytechnic and community college

needs to do. The department needs to see the big picture and look at different perspective to gain insights on what is needed by the lecturers. Addressing issues such as organisational commitment would benefit the management in having more loyal employees with a set of values that is true to the organisation. The employee will give more effort to the development of the organisation. This is something Hassan (2014) describes where organisational commitment is seen as the relationship bond that exist between the employee and the employer of any organisation.

Besides that, the management needs to also address the issues of satisfaction of the lecturers towards the work and the organisation. Issues like salary satisfaction is very important in making sure that the lecturers are happy this is because perception on salary can influence the lecturers to leave the organization and apply elsewhere for employment. Morris, *et al.* (2003) mentions that aspects of salary and career advancement practice and policies are important these policies will be the reference whenever employee compare themselves with policies from other organisation. The opinion that they have towards equality and fairness will help to maintain their dedication towards the organisation.

Stress in the education sector is common as the lecturers need to be on top of work, career development and personal life. As the management at the institution, they could provide a better service in facilitating the lecturer's day to day work. Some of the initiative that they could take up is to set up more psychological talk in the institutions, have get together and

team building to further get the employees to communicate with each other. Other initiative is to make sure that the job workload is constantly revised as to evade overworking the lecturers. Ducharme *et al.* (2007) highlights that employers need to seek the problems that arise in the workplace they have to spend time to identify what are the stressor and predictors which effects their employees in executing their work. This will increase satisfaction towards their work, their affective commitment to the organisation and the employee's longer duration of membership with the organisation.

5.4.3 Polytechnic and Community College

As the front liner at the institution, the management at the polytechnic and community college should be the first to intervene if any problem and discomfort arises among the lecturers. The management should help to identify if there is any areas that could be looked into to increase morale, job satisfaction and the working environment. One of the initiative that they can try is to set up a town hall session among the lecturers and the management to have a heart to heart talk with the lecturers on all their worries.

5.5 LIMITATION OF STUDY

There are some limitations faced by the researcher when conducting the research. Below are some of the limitations faced that could be used as a reference for further research. Further planning and strategy can be done to minimize the limitation faced by future

research when conducting a research on the turnover intention by lecturers from the polytechnic and community college.

5.5.1 Inadequate and Insufficient of Journal and Data

One of the limitations found during the execution of the research is that there are limited journal and information available for reference. Even if there are information available, most of the information consists in the paper are outdated, not consistent towards issues related to the latest scenarios and are not even specifically related to lecturers from the polytechnic and community college. This is because there are always changes in our surroundings, and because our surroundings are ever changing, using old and non-specific journal and data as reference could be bad for the research.

Without the journals and references from previous researches on the same subject and similar population sample, the research could not be compared to anything.

5.5.2 Limited Area of Research

The research that was executed for the purpose of this project paper is an investigation to explore the influences that might affect job turnover intention of lecturers from polytechnic and community college where the population sample only focuses mainly on a small area of the Higher Education Officer population. It is a good practice to widen the research to other parts of the country or other parts where the Higher Education Officer is located.

The research could be conducted by regions as well for example the research can be done at the (northern region, central region, southern region, east coast region, Sabah and Sarawak). For this research, the result is very narrow towards where the research was conducted. It might not be applicable to the vast other polytechnic and community college because there might be a difference in socio demographic circumstances.

There are significant differences in characteristics between the location of workplace; whether it is located in the urban areas or rural areas, facilities in the community and services also quality of the services that they receive which differs from locations to locations and different from areas in the country which might give the data a significance difference. If the research is done in a wider area range, perhaps the data collected might be different. Due to the busy schedule of the lecturers, accessibility to them are limited this makes getting response from the lecturers hard.

5.6 CONCLUSION

At the end of this research, the results have shown supportive behaviour towards the developed hypotheses. The result of the research relates the undoubtedly high positive relationship that exists between the chosen independent variables (organisation commitment, job satisfaction, job stress and promotion opportunity) with the dependent variable (turnover intention).

After conducting the validity and the reliability analysis, we can be sure that the hypotheses constructed in the previous chapter to predict the factors affect the turnover

intention can be proven as shown in the analysis of the research. However, there are room for some limitations while conducting the research that should be taken into consideration in future research this will result in obtaining a better and more significant and concrete results.

It could also be summarized that Organisation Commitment has a significant relationship with the Higher Education Officer's turnover intention. The responsible organizations and body needs to device and engage efforts needs to be taken action to ensure that the employees are more connected and are more loyal to the organisation, events and programmes needs to be devise specifically to enhance organisational commitment.

The next conclusion that could be made which is derived from this research is that the factors of Job Satisfaction has a significant relationship with the Higher Education Officer's turnover intention, the ministry and the department that oversees the polytechnic and community college needs to look into the welfare and the compensation benefits of the lecturers this will greatly elevate the lecturer's happiness and overall satisfaction and hence retain them from further leaving the organisation.

Other conclusion we can see on the Job Stress variable is that it has a significant relationship towards the Higher Education Officer's turnover intention a constant review of the employee's workload and their needs for the job must be done on a regular basis and that the lecturer's KPI and year plan needs to be clear and direct to avoid unnecessary stress. A happy employee will greatly be motivated to work and willingly give more to the organisation, which will benefit mostly the stakeholders.

Finally, it is also concluded that Promotion Opportunity has a significant relationship with the Higher Education Officer's turnover intention. The management of the Higher Education Officer Scheme needs to make sure that the promotion opportunity is clearly seen (visible) and advertised more often to give the lecturer a sense of transparency. The promotion opportunity must be set clearly in terms of the criterias, by doing so it will lessen the issue of the promotion exercise being bias and unfairly conducted. Other than that the management need to review the criterias and promote more on the process of promotion to the ground level.

To sum it all up, this research has provided an investigation towards what factor causes the lecturers to have turnover intention. All of the objectives, research questions, and hypothesis are discussed and formulated in this study. There is a need to go in depth into the research of the same topic to find the other variables that might be useful in finding the reasons why lecturers leave the organisation (85.7 percent of the variables can be explained by this research and the adjusted R^2 is valued at 14.5 percent meaning there are other variables that could contribute to the study). The findings can help the ministry and the Polytechnic and Community College Education Department to formulate strategies and decrease intentions of the lecturers to leave.

5.7 RECOMMENDATIONS FOR FUTURE STUDY

There are many ways that the research could be led into to overcome the restrictions and limitations that binds the outcome of the research so that the results gained from the research will be more accurate and better in visualizing the actual factors of turnover intention by the lecturers from the polytechnic and community college in which could make

the research even more reliable. Recommendations for the future research can be seen below.

5.7.1 Vast Research Areas to be conducted

The research that was conducted is only focused on certain polytechnics and community colleges. One suggestion for future research on the same topic is that the researchers could consider to widen the selected area of the research to other polytechnic and community college to make sure that the sample taken is more reliable and diverse. The widening of the population sample will help the ministry to better understand in detail in terms of other demographics the factors and find better ways to combat issues concerning the lecturer's turnover intention from various background and circumstances. More time should be taken to conduct the survey and research to get a better respons.

By opening the boundaries of the research, it will benefit the research because the data collected and results could not be debated in terms of being bias or selected. By doing so the ministry could even discover other viable variables that might be overlooked before. The result then could lead to better job retention of the polytechnic and community college lecturers in the country where education mainly in the areas of the TVET can grow steadily.

Other parts that could be done to widen the area of research include to add more questions that could help determine other factors. The research

should be open up to more variables and other methods of collecting data can be applied such as observation and interviews. The management at the polytechnic and community college should be included in the research for they are the front liner which has the first-hand knowledge towards the situation in the institution.

5.7.2 Involvement of Ministry and Department level in Future Study

Even though the research was done for academic purposes only, the lecturers were not keen into answering the questionnaires this is mainly because some of the lecturers perceive and fear that the questionnaire would jeopardize their service as lecturers in the public institution and that the questionnaire would be used against them. In this area, the Ministry and the Polytechnic and Community College Education Department could help create awareness that the data collected could be used in the right direction and for the betterment of the lecturer's scheme.

5.7.3 Research on Retaining Lecturers

With the data collected in this research, it is a good idea to have a research that is conducted mainly for the purpose of looking into ways to retain the lecturers from leaving the organisation. The research would benefit the organisation in terms of increasing morale and productivity.

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APPENDIX A Research Questions



Research Questionnaire

My name is Asyraf Hafetz bin Daud and i am a postgraduate master's degree student from Universiti Utara Malaysia, Kuala Lumpur (UUMKL). I am currently doing a research as a Partial Fulfillment of the Requirement for the Master of Human Resource Management titled **Turnover Intention among Polytechnic and Community College Lecturers**. In order to complete the research, a survey to find the factors that contribute to the Turnover Intention among Polytechnic and Community College Lecturers will be conducted among lecturers from the Polytechnic and Community College Lecturers (Pegawai Pendidikan Pengajian Tinggi).

I am fully aware and understand that this is outside of your daily work responsibilities and that your time is limited to complete the many demands of your job. Therefore, I humbly request that you consider taking some time to answer the questions. Your response is vital to conclude the research and that your participation in this survey is highly appreciated.

All information provided in this questionnaire will be confidential. No information pertaining to individuals will be divulged to any third person or organisation. The information obtained in this study will be used purely for academic purposes only.

Should you have any question regarding this questionnaire please do not hesitate to contact me through my email address **asyrafhafetz@yahoo.co.uk** or call me directly through my mobile number **019-7645393**.

Thank you very much for your cooperation in responding to the questionnaire.

Asyraf Hafetz bin Daud

Student Number: 820287

Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia, Kuala Lumpur

**Turnover Intention Among
Polytechnic and Community College Lecturers**

Dear Sir/Madam,

The purpose of this research is to identify factor that might affect turnover intention among Polytechnic and Community College lecturers.

This questionnaire consists of two (2) parts. Approximately 15 minutes is required to complete this questionnaire.

Part 1 - is related to General Information; and

Part 2 - is related to the factors that influence the turnover intention.

Finally, please read the instructions carefully before answering the questions. Thank you for your cooperation and willingness to answer the questionnaire. Your response will be kept confidential.

Thank You.

**Keinginan untuk Berhenti Kerja
Dalam Kalangan Pensyarah Politeknik dan Kolej Komuniti**

Tuan/Puan,

Objektif Kajian ini adalah untuk mengenalpasti faktor-faktor yang mempengaruhi keinginan untuk berhenti kerja dalam kalangan pensyarah di Politeknik dan Kolej Komuniti.

Kertas Kaji Selidik ini mengandungi dua (2) Bahagian. Keseluruhan masa yang diperlukan untuk menjawab soalan ini adalah sebanyak 15 minit. Dipohon kerjasama tuan/puan untuk memberikan jawapan yang paling tepat menggambarkan pandangan tuan/puan berkaitan pernyataan yang diberikan.

Bahagian 1 - adalah berkaitan maklumat am; dan

Bahagian 2 - adalah berkaitan faktor yang mempengaruhi keinginan untuk berhenti kerja.

Terima kasih di atas kerjasama tuan/puan untuk turut serta dalam kaji selidik ini. Maklumat yang diberikan adalah sulit serta hanya akan digunakan bagi tujuan kajian ini sahaja.

Terima Kasih.

PART 1: GENERAL INFORMATION
MAKLUMAT AM

1. Gender : ① Male ② Female
Jantina
2. Age : ① 21-29 years old
Umur ② 30-39 years old
 ③ 40-49 years old
 ④ 50-59 years old
3. Highest Education : ① STPM / Matriculation / College
Qualification ② Diploma
Kelayakan Akademik ③ Bachelor's Degree
Tertinggi ④ Masters Degree
 ⑤ Doctoral Degree
4. Years of Service : ① 1-5 years
Tempoh Perkhidmatan ② 6-10 years
 ③ 11-20 years
 ④ More than 21 years
5. Grade : ① DH VU7
Gred ② DH 53/54
 ③ DH 51/52
 ④ DH 47/48
 ⑤ DH 43/44
 ⑥ DH 41/42
 ⑦ DH 33/34
 ⑧ DH 31/32
 ⑨ DH 29
6. Salary : ① RM 2,000 and below
Gaji ② RM 2,001 – RM 4,000
 ③ RM 4,001 – RM 6,000
 ④ RM 6,001 and above
7. Role : ① Supervisory *Penyeliaan*
Peranan ② Non-Supervisory *Bukan Penyeliaan*

PART 2: FACTORS THAT INFLUENCE THE TURNOVER INTENTION
FAKTOR-FAKTOR YANG MEMPENGARUHI KEINGINAN UNTUK
BERHENTI KERJA

Please read the statements carefully and circle the answers related best to your opinion on turnover intention according to the scale below.

Sila baca pernyataan di bawah dengan teliti dan bulatkan jawapan yang terbaik berkaitan pendapat berkenaan hasrat keluar mengikut skala yang diberikan.

1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree
 1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Tidak Pasti, 4 = Setuju, 5 = Sangat Setuju

SECTION A. TURNOVER INTENTION (KEINGINAN BERHENTI KERJA)					
1	I do not think about leaving my current position. <i>Saya tidak memikirkan untuk meninggalkan jawatan saya sekarang</i>	1	2	3	4 5
2	I will not leave my current position within the next three months <i>Saya tidak akan meninggalkan jawatan saya sekarang dalam masa tiga bulan akan datang</i>	1	2	3	4 5
3	I am not actively seeking employment with another organisation. <i>Saya tidak aktif mencari pekerjaan dengan organisasi lain</i>	1	2	3	4 5
4	I will be working for this institution five years from now <i>Saya akan terus bekerja dengan institusi ini dalam lima tahun akan datang</i>	1	2	3	4 5
5	I will not leave this institution even after i find a better job <i>Saya tidak akan meninggalkan institusi ini walaupun saya mendapat tawaran yang lebih baik</i>	1	2	3	4 5

Please read the statements carefully and circle the answers related best to your opinion on organisation commitment according to the scale below.

Sila baca pernyataan di bawah dengan teliti dan bulatkan jawapan yang terbaik berkaitan pendapat berkenaan komitmen organisasi mengikut skala yang diberikan.

1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree
 1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Tidak Pasti, 4 = Setuju, 5 = Sangat Setuju

SECTION B. ORGANISATION COMMITMENT (KOMITMEN ORGANISASI)					
1	I am willing to put in a great deal of effort beyond that normally expected in order to help this organisation be successful. <i>Saya rela memberikan usaha di luar jangkaan yang biasanya diharapkan untuk membantu organisasi ini berjaya.</i>	1	2	3	4 5
2	I mention to my friends that this organisation is a great organisation to work for. <i>Saya beritahu rakan saya bahawa organisasi ini adalah sebuah organisasi yang terbaik untuk berkerja</i>	1	2	3	4 5
3	I feel loyal to this organisation. <i>Saya merasakan kesetiaan terhadap organisasi ini</i>	1	2	3	4 5

4	I would accept almost any type of job assignment in order to keep working for this organisation. <i>Saya akan menerima hampir apa sahaja jenis tugas untuk terus bekerja dengan organisasi ini.</i>	1	2	3	4	5
5	I find that my values and the organisation's values are very similar. <i>Saya mendapati bahawa nilai murni saya dan nilai murni organisasi ini adalah sama</i>	1	2	3	4	5
6	I am proud to tell others that I am part of this organisation. <i>Saya berbangga untuk memberitahu orang lain bahawa saya adalah sebahagian dari organisasi ini</i>	1	2	3	4	5
7	I would not work for a different organisation even if the type of work was similar. <i>Saya tidak ingin bekerja dengan organisasi lain walaupun tugasnya adalah serupa</i>	1	2	3	4	5
8	This organisation really inspires the very best in me in the way of job performance. <i>Organisasi ini memberi inspirasi terbaik bagi saya dalam prestasi kerja</i>	1	2	3	4	5
9	It would take a major change in my present circumstances to cause me to leave this organisation. <i>Hanya apabila berlaku suatu perubahan besar dalam keadaan sekarang yang akan menyebabkan saya meninggalkan organisasi ini</i>	1	2	3	4	5
10	I am extremely glad that I chose this organisation to work for over others I was considering at the time I joined. <i>Saya sangat gembira kerana memilih organisasi ini untuk bekerja daripada organisasi yang lain yang sedang dipertimbangkan ketika saya menyertai.</i>	1	2	3	4	5
11	There's much to be gained by sticking with this organisation indefinitely. <i>Banyak manfaat yang boleh diperoleh sekiranya saya bersama dengan organisasi ini untuk masa yang panjang</i>	1	2	3	4	5
12	I agree with this organisation's policies on important matters relating to its employees. <i>Saya bersetuju dengan polisi organisasi ini mengenai perkara yang berkaitan dengan pekerjaanya.</i>	1	2	3	4	5
13	I really care about the fate of this organisation. <i>Saya sangat mengambil berat terhadap nasib organisasi ini.</i>	1	2	3	4	5
14	For me this is the best of all possible organisations for which to work. <i>Bagi saya organisasi ini adalah yang terbaik untuk saya berkerja.</i>	1	2	3	4	5
15	Deciding to work for this organisation was a good choice on my part. <i>Keputusan untuk bekerja dengan organisasi ini adalah pilihan terbaik.</i>	1	2	3	4	5

Please read the statements carefully and circle the answers related best to your opinion on job satisfaction according to the scale below.

Sila baca pernyataan di bawah dengan teliti dan bulatkan jawapan yang terbaik berkaitan pendapat berkenaan kepuasan kerja mengikut skala yang diberikan.

1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Tidak Pasti, 4 = Setuju, 5 = Sangat Setuju

SECTION C. JOB SATISFACTION (KEPUASAN BEKERJA)						
1	I am satisfied with the working environment <i>Saya berpuashati dengan persekitaran kerja</i>	1	2	3	4	5
2	I am satisfied with the job location. <i>Saya berpuashati dengan lokasi tempat bertugas saya</i>	1	2	3	4	5
3	I am satisfied with the present working hour. <i>Saya berpuashati dengan waktu kerja semasa</i>	1	2	3	4	5
4	I am satisfied with the existing salary structure <i>Saya berpuashati dengan struktur gaji semasa</i>	1	2	3	4	5
5	I am satisfied with the compensation I get & I think it matches with my responsibility <i>Saya berpuashati dengan bayaran emolumen yang diterima dan ianya menepati tanggungjawab yang diberikan</i>	1	2	3	4	5
6	I am happy with my work responsibilities. <i>Saya gembira dengan tanggungjawab tugas saya</i>	1	2	3	4	5
7	I feel comfortable in carrying out my responsibilities. <i>Saya selesa menjalankan tanggungjawab saya</i>	1	2	3	4	5
8	I am satisfied with work relationships with the people around me. <i>Saya berpuashati dengan hubungan dengan rakan sekerja saya</i>	1	2	3	4	5
9	I am satisfied with various activities in the firm & love participating in them. <i>Saya berpuashati dan suka untuk mengambil bahagian dalam aktiviti yang dilaksanakan dalam institusi saya</i>	1	2	3	4	5
10	I am happy with the overall job security. <i>Saya gembira dengan jaminan terhadap jawatan ini</i>	1	2	3	4	5
11	I feel that the salary that I receive is up to my academic qualification <i>Saya rasa gaji yang diterima setaraf dengan kelayakan akademik yang dimiliki</i>	1	2	3	4	5
12	I am satisfied with the given right to put forward my opinions. <i>Saya berpuashati dengan hak yang diberikan kepada saya untuk menyuarakan pandangan saya</i>	1	2	3	4	5
13	I am satisfied with the leaders in my workplace as positive role models. <i>Saya berpuas hati dengan para pemimpin di tempat kerja saya sebagai model positif.</i>	1	2	3	4	5
14	I am happy with the relationship I have with my co-workers <i>Saya gembira dengan hubungan saya bersama rakan sekerja</i>	1	2	3	4	5

15	I am satisfied with the present performance appraisal policy of the organisation. <i>Saya berpuashati dengan polisi penilaian prestasi terkini di organisasi saya</i>	1	2	3	4	5
16	I am happy with the recognition and rewards for my outstanding works and contributions. <i>Saya gembira dengan pengiktirafan dan ganjaran yang diberikan kepada saya atas tugas dan sumbangan cemerlang yang diberikan</i>	1	2	3	4	5
17	I am satisfied and think I've been awarded the right set of duties, as per my ability. <i>Saya berpuashati dan fikir bahawa saya telah diberikan tugas yang berpatutan dengan kebolehan saya</i>	1	2	3	4	5
18	I am satisfied & able to maintain a healthy balance between work and family life. <i>Saya berpuashati dan mampu mengekalkan kehidupan yang seimbang antara kerjaya dan keluarga</i>	1	2	3	4	5
19	Fulfilling my responsibilities give me a feeling of satisfaction & personal achievement. <i>Memenuhi kehendak tugas saya memberikan saya perasaan kepuasan dan pencapaian peribadi</i>	1	2	3	4	5
20	I am satisfied with the leave policy <i>Saya berpuashati dengan polisi kemudahan cuti yang diberikan</i>	1	2	3	4	5
21	I have good relationship with my immediate supervisor <i>Saya mempunyai hubungan yang baik dengan penyelia saya</i>	1	2	3	4	5

Please read the statements carefully and circle the answers related best to your opinion on job stress according to the scale below.

Sila baca pernyataan di bawah dengan teliti dan bulatkan jawapan yang terbaik berkaitan pendapat berkenaan stress kerja mengikut skala yang diberikan.

1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Tidak Pasti, 4 = Setuju, 5 = Sangat Setuju

SECTION D. JOB STRESS (<i>STRESS KERJA</i>)						
<i>ambiguity</i>						
1	I know the procedures to use to get my job done <i>Saya fasih dengan prosedur untuk menyiapkan tugas saya</i>	1	2	3	4	5
2	I know exactly what is expected of me in my job <i>Saya faham secara tepat ekspektasi terhadap saya berkaitan tugas saya</i>	1	2	3	4	5
3	I work under clear directives <i>Saya bekerja di bawah arahan yang jelas</i>	1	2	3	4	5
<i>conflict</i>						
4	I do not get conflicting job requests from different supervisors <i>Saya tidak menerima permintaan tugas yang bercanggah daripada penyelia yang berbeza</i>	1	2	3	4	5

5	I get consistent job requests from my immediate supervisor <i>Saya mendapat permintaan tugas yang konsisten daripada penyelia terdekat saya</i>	1	2	3	4	5
Workload						
6	I have enough time to get everything done in my job <i>Saya mempunyai masa yang mencukupi untuk menyiapkan tugas saya</i>	1	2	3	4	5
7	My workload is not heavy <i>Beban tugas saya adalah ringan</i>	1	2	3	4	5
resources						
8	I do not have any difficulty getting supplies needed for my job <i>Saya tidak mempunyai sebarang kesukaran untuk mendapatkan keperluan yang diperlukan untuk melaksanakan tugas saya</i>	1	2	3	4	5
9	I have adequate equipment to do my job. <i>Saya mempunyai kelengkapan yang mencukupi untuk melaksanakan tugas saya</i>	1	2	3	4	5
10	I have enough resources to get everything done on my job. <i>Saya mempunyai sumber yang cukup untuk menyiapkan tugas saya</i>	1	2	3	4	5
11	I have enough support services to do my job. <i>Saya mempunyai perkhidmatan sokongan yang mencukupi untuk melaksanakan tugas saya</i>	1	2	3	4	5

Please read the statements carefully and circle the answers related best to your opinion on promotion opportunity according to the scale below.

Sila baca pernyataan di bawah dengan teliti dan bulatkan jawapan yang terbaik berkaitan pendapat berkenaan peluang pembangunan kerjaya mengikut skala yang diberikan.

1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Tidak Pasti, 4 = Setuju, 5 = Sangat Setuju

SECTION E. PROMOTION OPPORTUNITY (PELUANG PEMBANGUNAN KERJAYA)						
1	The organisation provides opportunities for career advancement <i>Organisasi ini menawarkan peluang untuk kemajuan kerjaya</i>	1	2	3	4	5
2	I am well aware of the criteria for promotion <i>Saya faham berkaitan kriteria untuk kenaikan pangkat</i>	1	2	3	4	5
3	The promotion policy is based on excellence <i>Polisi kenaikan pangkat adalah berdasarkan kecemerlangan</i>	1	2	3	4	5
4	The promotion policy is fair <i>Polisi kenaikan pangkat adalah adil</i>	1	2	3	4	5
5	Promotion exercise is held regularly <i>Urusan kenaikan pangkat kerap dilaksanakan</i>	1	2	3	4	5
6	The promotion policy is similar to the policy of the other institutions <i>Polisi kenaikan pangkat yang dilaksanakan mempunyai kesamaan dengan polisi yang dilaksanakan di institusi lain</i>	1	2	3	4	5

Thank you for your cooperation.

Terima Kasih.

APPENDIX B
Statistical Package for the Social Sciences (SPSS) Output

Reliability Test for Pilot Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

VARIABLES=TI1 TI2 TI3 TI4 TI5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.909	5

VARIABLES=OC1 OC2 OC3 OC4 OC5 OC6 OC7 OC8 OC9 OC10 OC11 OC12 OC13 OC14 OC15

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.869	15

VARIABLES=JS1 JS2 JS3 JS4 JS5 JS6 JS7 JS8 JS9 JS10 JS11 JS12 JS13 JS14 JS15 JS16 JS17 JS18 JS19 JS20 JS21

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.966	.970	21

VARIABLES=JST1 JST2 JST3 JST4 JST5 JST6 JST7 JST8 JST9 JST10 JST11

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.849	11

VARIABLES=PO1 PO2 PO3 PO4 PO5 PO6

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.874	6

Reliability Test Final

Case Processing Summary

		N	%
Cases	Valid	248	100.0
	Excluded ^a	0	.0
	Total	248	100.0

a. Listwise deletion based on all variables in the procedure.

VARIABLES=TI1 TI2 TI3 TI4 TI5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.988	.988	5

VARIABLES=OC1 OC2 OC3 OC4 OC5 OC6 OC7 OC8 OC9 OC10 OC11 OC12 OC13 OC14 OC15

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.987	.986	15

VARIABLES=JS1 JS2 JS3 JS4 JS5 JS6 JS7 JS8 JS9 JS10 JS11 JS12 JS13 JS14 JS15 JS16 JS17 JS18 JS19 JS20 JS21

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.989	.989	21

VARIABLES=JST1 JST2 JST3 JST4 JST5 JST6 JST7 JST8 JST9 JST10 JST11

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.991	.990	11

VARIABLES=PO1 PO2 PO3 PO4 PO5 PO6

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.995	.995	6

Reliability

Case Processing Summary

	N	%
Valid	248	100.0
Cases Excluded ^a	0	.0
Total	248	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.981	70



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Descriptives

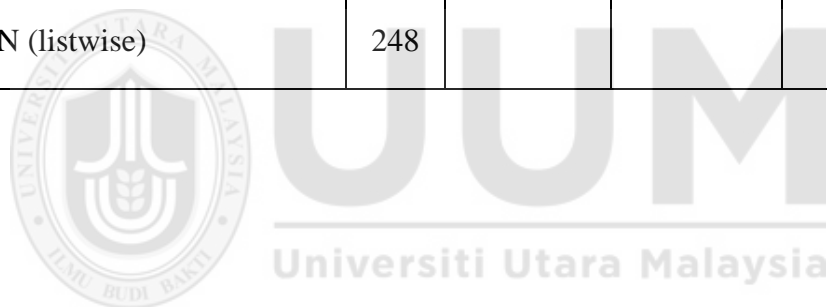
Item	N	Minimum	Maximum	Mean	Std. Deviation
Gender	248	1	2	1.66	0.476
Age	248	1	4	2.19	0.517
Highest Education Qualification	248	2	5	3.40	0.628
Years in Service	248	1	4	2.40	0.628
Grade	248	3	9	5.27	0.905
Salary	248	1.00	4.00	3.0040	0.56553
Role	248	1	2	1.61	0.489
I often think about leaving my current position.	248	1	5	3.29	1.546
I will leave my current position within the next three months	248	1	5	3.42	1.587
I am actively seeking employment with another organisation.	248	1	5	3.41	1.590
I will not be working for this institution five years from now	248	1	5	3.38	1.580
As soon as I find a better job, I will leave this institution	248	1	5	3.19	1.556
I am willing to put in a great deal of effort beyond that normally expected in order to help this organisation be successful.	248	1	5	4.31	0.757
I talk up this organisation to my friends as a great organisation to work for	248	1	5	4.13	0.849
I feel loyal to this organisation.	248	1	5	3.90	1.121

I would accept almost any type of job assignment in order to keep working for this organisation.	248	1	5	3.75	0.944
I find that my values and the organisation's values are very similar.	248	1	5	3.92	0.778
I am proud to tell others that I am part of this organisation.	248	2	5	4.30	0.698
I would not work for a different organisation even if the type of work was similar.	248	1	5	3.99	0.939
This organisation really inspires the very best in me in the way of job performance.	248	1	5	4.02	0.867
It would take a major change in my present circumstances to cause me to leave this organisation.	248	1	5	3.47	1.297
I am extremely glad that I chose this organisation to work for over others I was considering at the time I joined.	248	1	5	4.13	0.811
There's much to be gained by sticking with this organisation indefinitely.	248	1	5	3.85	1.012
I agree with this organisation's policies on important matters relating to its employees.	248	1	5	3.84	0.846
I really care about the fate of this organisation.	248	2	5	4.21	0.675
For me this is the best of all possible organisations for which to work.	248	1	5	4.08	0.848
Deciding to work for this organisation was a good choice on my part.	248	1	5	3.97	1.060
I am satisfied with the working environment	248	1	5	4.05	0.955
I am satisfied with the job location.	248	1	5	4.09	1.102
I am satisfied with the present working hour.	248	2	5	4.34	0.655

I am satisfied with the existing salary structure	248	1	5	3.72	1.159
I am satisfied with the compensation I get & I think it matches with my responsibility	248	1	5	3.77	1.063
I am happy with my work responsibilities.	248	1	5	4.11	0.837
I feel comfortable in carrying out my responsibilities.	248	1	5	4.30	0.656
I am satisfied with work relationships with the people around me.	248	2	5	4.36	0.683
I am satisfied with various activities in the firm & love participating in them.	248	1	5	4.27	0.765
I am happy with the overall job security.	248	1	5	4.31	0.678
I feel that the salary that I receive is up to my academic qualification	248	1	5	2.92	1.366
I am satisfied with the given right to put forward my opinions.	248	1	5	3.85	0.925
I am satisfied with the leaders in my workplace as positive role models.	248	1	5	3.77	0.983
I am happy with the relationship I have with my co-workers	248	1	5	4.35	0.693
I am satisfied with the present performance appraisal policy of the organisation.	248	1	5	3.96	0.949
I am happy with the recognition and rewards for my outstanding works and contributions.	248	1	5	3.87	0.990
I am satisfied and think I've been awarded the right set of duties, as per my ability.	248	1	5	4.02	0.839
I am satisfied & able to maintain a healthy balance between work and family life.	248	1	5	4.08	0.845
Fulfilling my responsibilities give me a feeling of satisfaction & personal achievement.	248	1	5	4.18	0.743

I am satisfied with the leave policy	248	1	5	4.20	0.815
I have good relationship with my immediate supervisor	248	1	5	4.35	0.656
I know the procedures to use to get my job done	248	2	5	4.25	0.569
I know exactly what is expected of me in my job	248	2	5	4.29	0.585
I work under clear directives	248	1	5	3.01	1.250
I do not get conflicting job requests from different supervisors	248	1	5	3.01	1.206
I get consistent job requests from my immediate supervisor	248	1	5	3.89	0.805
I have enough time to get everything done in my job	248	1	5	3.10	1.271
My workload is not heavy	248	1	5	3.02	1.237
I do not have any difficulty getting supplies needed for my job	248	1	5	3.09	1.304
I have adequate equipment to do my job.	248	1	5	3.04	1.286
I have enough time to get everything done on my job.	248	1	5	2.96	1.264
I have enough support services to do my job.	248	1	5	3.00	1.284
The organisation provides opportunities for career advancement	248	1	5	4.25	0.717
I am well aware of the criteria for promotion	248	2	5	4.12	0.746
The promotion policy is based on excellence	248	1	5	4.03	0.899
The promotion policy is fair	248	1	5	3.78	0.918

Promotion exercise is held regularly	248	1	5	3.96	0.848
The promotion policy is similar to the policy of the other institutions	248	1	5	3.49	0.935
TI	248	1.00	5.00	1.8927	1.04333
OC	248	1.93	5.00	3.9927	0.56170
JS	248	2.38	5.00	4.0422	0.52854
JST	248	1.82	5.00	3.3332	0.75249
PO	248	1.50	5.00	3.9388	0.61156
Valid N (listwise)	248				



Frequencies

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	34.3	34.3	34.3
	Female	163	65.7	65.7	100.0
	Total	248	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 to 29 years	12	4.8	4.8	4.8
	30 to 39 years	179	72.2	72.2	77.0
	40 to 49 years	55	22.2	22.2	99.2
	50 to 59 years	2	.8	.8	100.0
	Total	248	100.0	100.0	

Highest Education Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	12	4.8	4.8	4.8
	Bachelor's Degree	132	53.2	53.2	58.1
	Masters's Degree	97	39.1	39.1	97.2
	Doctoral Degree	7	2.8	2.8	100.0
	Total	248	100.0	100.0	

Years in Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 5 years	16	6.5	6.5	6.5
	6 to 10 years	121	48.8	48.8	55.2
	11 to 20 years	108	43.5	43.5	98.8
	More than 21 years	3	1.2	1.2	100.0
	Total	248	100.0	100.0	

Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DH 51/52	1	.4	.4	.4
DH 47/48	37	14.9	14.9	15.3
DH 43/44	128	51.6	51.6	66.9
DH 41/42	69	27.8	27.8	94.8
DH 33/34	7	2.8	2.8	97.6
DH 31/32	2	.8	.8	98.4
DH 29	4	1.6	1.6	100.0
Total	248	100.0	100.0	

Salary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid RM 2,000.00 and below	4	1.6	1.6	1.6
RM 2,001.00 to RM 4,000.00	27	10.9	10.9	12.5
RM 4,001.00 to RM 6,000.00	181	73.0	73.0	85.5
RM 6,001.00 and above	36	14.5	14.5	100.0
Total	248	100.0	100.0	

Role

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Supervisory	97	39.1	39.1	39.1
Non-Supervisory	151	60.9	60.9	100.0
Total	248	100.0	100.0	

Frequencies

I do not think about leaving my current position.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	13.7	13.7	13.7
	Disagree	77	31.0	31.0	44.8
	Undecided	12	4.8	4.8	49.6
	Agree	34	13.7	13.7	63.3
	Strongly Agree	91	36.7	36.7	100.0
	Total	248	100.0	100.0	

I will not leave my current position within the next three months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	13.7	13.7	13.7
	Disagree	71	28.6	28.6	42.3
	Undecided	9	3.6	3.6	46.0
	Agree	26	10.5	10.5	56.5
	Strongly Agree	108	43.5	43.5	100.0
	Total	248	100.0	100.0	

I am not actively seeking employment with another organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	14.1	14.1	14.1
	Disagree	70	28.2	28.2	42.3
	Undecided	8	3.2	3.2	45.6
	Agree	28	11.3	11.3	56.9
	Strongly Agree	107	43.1	43.1	100.0
	Total	248	100.0	100.0	

I will be working for this institution five years from now

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	14.5	14.5	14.5
	Disagree	69	27.8	27.8	42.3
	Undecided	10	4.0	4.0	46.4
	Agree	31	12.5	12.5	58.9
	Strongly Agree	102	41.1	41.1	100.0
	Total	248	100.0	100.0	

I will not leave this institution even after i find a better job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	16.5	16.5	16.5
	Disagree	72	29.0	29.0	45.6
	Undecided	19	7.7	7.7	53.2
	Agree	31	12.5	12.5	65.7
	Strongly Agree	85	34.3	34.3	100.0
	Total	248	100.0	100.0	

I am willing to put in a great deal of effort beyond that normally expected in order to help this organisation be successful.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	17.7	17.7	17.7
	Disagree	76	30.6	30.6	48.4
	Undecided	10	4.0	4.0	52.4
	Agree	60	24.2	24.2	76.6
	Strongly Agree	58	23.4	23.4	100.0
	Total	248	100.0	100.0	

I mention to my friends that this organisation is a great organisation to work for.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	78	31.5	31.5	48.4
	Undecided	9	3.6	3.6	52.0
	Agree	65	26.2	26.2	78.2
	Strongly Agree	54	21.8	21.8	100.0
	Total	248	100.0	100.0	

I feel loyal to this organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	18.1	18.1	18.1
	Disagree	84	33.9	33.9	52.0
	Undecided	12	4.8	4.8	56.9
	Agree	49	19.8	19.8	76.6
	Strongly Agree	58	23.4	23.4	100.0
	Total	248	100.0	100.0	

I would accept almost any type of job assignment in order to keep working for this organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	85	34.3	34.3	51.2
	Undecided	24	9.7	9.7	60.9
	Agree	65	26.2	26.2	87.1
	Strongly Agree	32	12.9	12.9	100.0
	Total	248	100.0	100.0	

I find that my values and the organisation's values are very similar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	20	8.1	8.1	54.8
	Agree	79	31.9	31.9	86.7
	Strongly Agree	33	13.3	13.3	100.0
	Total	248	100.0	100.0	

I am proud to tell others that I am part of this organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	5	2.0	2.0	48.8
	Agree	63	25.4	25.4	74.2
	Strongly Agree	64	25.8	25.8	100.0
	Total	248	100.0	100.0	

I would not work for a different organisation even if the type of work was similar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	18.1	18.1	18.1
	Disagree	81	32.7	32.7	50.8
	Undecided	20	8.1	8.1	58.9
	Agree	58	23.4	23.4	82.3
	Strongly Agree	44	17.7	17.7	100.0
	Total	248	100.0	100.0	

This organisation really inspires the very best in me in the way of job performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	17.3	17.3	17.3
	Disagree	77	31.0	31.0	48.4
	Undecided	14	5.6	5.6	54.0
	Agree	66	26.6	26.6	80.6
	Strongly Agree	48	19.4	19.4	100.0
	Total	248	100.0	100.0	

It would take a major change in my present circumstances to cause me to leave this organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	22.2	22.2	22.2
	Disagree	100	40.3	40.3	62.5
	Undecided	15	6.0	6.0	68.5
	Agree	38	15.3	15.3	83.9
	Strongly Agree	40	16.1	16.1	100.0
	Total	248	100.0	100.0	

I am extremely glad that I chose this organisation to work for over others I was considering at the time I joined.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	76	30.6	30.6	47.6
	Undecided	14	5.6	5.6	53.2
	Agree	62	25.0	25.0	78.2
	Strongly Agree	54	21.8	21.8	100.0
	Total	248	100.0	100.0	

There's much to be gained by sticking with this organisation indefinitely.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	18.1	18.1	18.1
	Disagree	78	31.5	31.5	49.6
	Undecided	21	8.5	8.5	58.1
	Agree	54	21.8	21.8	79.8
	Strongly Agree	50	20.2	20.2	100.0
	Total	248	100.0	100.0	

I agree with this organisation's policies on important matters relating to its employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	17.3	17.3	17.3
	Disagree	77	31.0	31.0	48.4
	Undecided	23	9.3	9.3	57.7
	Agree	71	28.6	28.6	86.3
	Strongly Agree	34	13.7	13.7	100.0
	Total	248	100.0	100.0	

I really care about the fate of this organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

For me this is the best of all possible organisations for which to work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	76	30.6	30.6	47.6
	Undecided	10	4.0	4.0	51.6
	Agree	66	26.6	26.6	78.2
	Strongly Agree	54	21.8	21.8	100.0
	Total	248	100.0	100.0	

Deciding to work for this organisation was a good choice on my part.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	78	31.5	31.5	50.0
	Undecided	11	4.4	4.4	54.4
	Agree	56	22.6	22.6	77.0
	Strongly Agree	57	23.0	23.0	100.0
	Total	248	100.0	100.0	

I am satisfied with the working environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	19.4	19.4	19.4
	Disagree	79	31.9	31.9	51.2
	Undecided	6	2.4	2.4	53.6
	Agree	68	27.4	27.4	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am satisfied with the job location.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am satisfied with the present working hour.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	78	31.5	31.5	50.0
	Undecided	8	3.2	3.2	53.2
	Agree	50	20.2	20.2	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I am satisfied with the existing salary structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	49	19.8	19.8	19.8
	Disagree	95	38.3	38.3	58.1
	Undecided	10	4.0	4.0	62.1
	Agree	53	21.4	21.4	83.5
	Strongly Agree	41	16.5	16.5	100.0
	Total	248	100.0	100.0	

I am satisfied with the compensation I get & I think it matches with my responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am happy with my work responsibilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	82	33.1	33.1	51.6
	Undecided	5	2.0	2.0	53.6
	Agree	65	26.2	26.2	79.8
	Strongly Agree	50	20.2	20.2	100.0
	Total	248	100.0	100.0	

I feel comfortable in carrying out my responsibilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	19.0	19.0	19.0
	Disagree	78	31.5	31.5	50.4
	Undecided	5	2.0	2.0	52.4
	Agree	59	23.8	23.8	76.2
	Strongly Agree	59	23.8	23.8	100.0
	Total	248	100.0	100.0	

I am satisfied with work relationships with the people around me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	78	31.5	31.5	50.0
	Undecided	5	2.0	2.0	52.0
	Agree	55	22.2	22.2	74.2
	Strongly Agree	64	25.8	25.8	100.0
	Total	248	100.0	100.0	

I am satisfied with various activities in the firm & love participating in them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	80	32.3	32.3	50.8
	Undecided	4	1.6	1.6	52.4
	Agree	56	22.6	22.6	75.0
	Strongly Agree	62	25.0	25.0	100.0
	Total	248	100.0	100.0	

I am happy with the overall job security.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	78	31.5	31.5	50.0
	Undecided	6	2.4	2.4	52.4
	Agree	56	22.6	22.6	75.0
	Strongly Agree	62	25.0	25.0	100.0
	Total	248	100.0	100.0	

I feel that the salary that I receive is up to my academic qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am satisfied with the given right to put forward my opinions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am satisfied with the leaders in my workplace as positive role models.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am happy with the relationship I have with my co-workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	78	31.5	31.5	50.0
	Undecided	3	1.2	1.2	51.2
	Agree	54	21.8	21.8	73.0
	Strongly Agree	67	27.0	27.0	100.0
	Total	248	100.0	100.0	

I am satisfied with the present performance appraisal policy of the organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am happy with the recognition and rewards for my outstanding works and contributions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am satisfied and think I've been awarded the right set of duties, as per my ability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I am satisfied & able to maintain a healthy balance between work and family life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	79	31.9	31.9	50.4
	Undecided	9	3.6	3.6	54.0
	Agree	67	27.0	27.0	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

Fulfilling my responsibilities give me a feeling of satisfaction & personal achievement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	79	31.9	31.9	50.4
	Undecided	6	2.4	2.4	52.8
	Agree	68	27.4	27.4	80.2
	Strongly Agree	49	19.8	19.8	100.0
	Total	248	100.0	100.0	

I am satisfied with the leave policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	3	1.2	1.2	18.1
	Undecided	11	4.4	4.4	22.6
	Agree	145	58.5	58.5	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

I have good relationship with my immediate supervisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18.5	18.5	18.5
	Disagree	78	31.5	31.5	50.0
	Undecided	3	1.2	1.2	51.2
	Agree	55	22.2	22.2	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I know the procedures to use to get my job done

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	17.7	17.7	17.7
	Disagree	76	30.6	30.6	48.4
	Undecided	6	2.4	2.4	50.8
	Agree	82	33.1	33.1	83.9
	Strongly Agree	40	16.1	16.1	100.0
	Total	248	100.0	100.0	

I know exactly what is expected of me in my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	17.7	17.7	17.7
	Disagree	76	30.6	30.6	48.4
	Undecided	6	2.4	2.4	50.8
	Agree	78	31.5	31.5	82.3
	Strongly Agree	44	17.7	17.7	100.0
	Total	248	100.0	100.0	

I work under clear directives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I do not get conflicting job requests from different supervisors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I get consistent job requests from my immediate supervisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	18.1	18.1	18.1
	Disagree	84	33.9	33.9	52.0
	Undecided	10	4.0	4.0	56.0
	Agree	77	31.0	31.0	87.1
	Strongly Agree	32	12.9	12.9	100.0
	Total	248	100.0	100.0	

I have enough time to get everything done in my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	53	21.4	21.4	21.4
	Disagree	104	41.9	41.9	63.3
	Undecided	8	3.2	3.2	66.5
	Agree	53	21.4	21.4	87.9
	Strongly Agree	30	12.1	12.1	100.0
	Total	248	100.0	100.0	

My workload is not heavy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I do not have any difficulty getting supplies needed for my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I have adequate equipment to do my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I have enough time to get everything done on my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

I have enough support services to do my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	74	29.8	29.8	46.8
	Undecided	3	1.2	1.2	48.0
	Agree	63	25.4	25.4	73.4
	Strongly Agree	66	26.6	26.6	100.0
	Total	248	100.0	100.0	

The organisation provides opportunities for career advancement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	76	30.6	30.6	47.6
	Undecided	5	2.0	2.0	49.6
	Agree	71	28.6	28.6	78.2
	Strongly Agree	54	21.8	21.8	100.0
	Total	248	100.0	100.0	

I am well aware of the criteria for promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	76	30.6	30.6	47.6
	Undecided	7	2.8	2.8	50.4
	Agree	69	27.8	27.8	78.2
	Strongly Agree	54	21.8	21.8	100.0
	Total	248	100.0	100.0	

The promotion policy is based on excellence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	77	31.0	31.0	48.0
	Undecided	6	2.4	2.4	50.4
	Agree	70	28.2	28.2	78.6
	Strongly Agree	53	21.4	21.4	100.0
	Total	248	100.0	100.0	

The promotion policy is fair

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	77	31.0	31.0	48.0
	Undecided	8	3.2	3.2	51.2
	Agree	73	29.4	29.4	80.6
	Strongly Agree	48	19.4	19.4	100.0
	Total	248	100.0	100.0	

Promotion exercise is held regularly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	76	30.6	30.6	47.6
	Undecided	6	2.4	2.4	50.0
	Agree	77	31.0	31.0	81.0
	Strongly Agree	47	19.0	19.0	100.0
	Total	248	100.0	100.0	

The promotion policy is similar to the policy of the other institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	82	33.1	33.1	50.0
	Undecided	13	5.2	5.2	55.2
	Agree	67	27.0	27.0	82.3
	Strongly Agree	44	17.7	17.7	100.0
	Total	248	100.0	100.0	



UUM
Universiti Utara Malaysia

Correlations

		TI	OC	JS	JST	PO
TI	Pearson Correlation	1	.914**	.839**	.910**	.899**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	248	248	248	248	248
OC	Pearson Correlation	.914**	1	.943**	.970**	.948**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	248	248	248	248	248
JS	Pearson Correlation	.839**	.943**	1	.926**	.899**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	248	248	248	248	248
JST	Pearson Correlation	.910**	.970**	.926**	1	.946**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	248	248	248	248	248
PO	Pearson Correlation	.899**	.948**	.899**	.946**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	248	248	248	248	248

**. Correlation is significant at the 0.01 level (2-tailed).

TI – Turnover Intention
 OC – Organisation Commitment
 JS – Job Satisfaction
 JST – Job Stress
 PO – Promotion Opportunity

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	PO, JST, OC, JS ^b	.	Enter

a. Dependent Variable: TI

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926a	.857	.855	.58408

a. Predictors: (Constant), PO, JST, OC, JS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	498.613	4	124.653	365.386	.000 ^b
	Residual	82.901	243	.341		
	Total	581.513	247			

a. Dependent Variable: TI

b. Predictors: (Constant), PO, JST, OC, JS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.313	.104		3.006	.003
	OC	.703	.143	.599	4.925	.000
	JS	-.304	.088	-.253	-3.447	.001
	JST	.373	.117	.341	3.191	.002
	PO	.252	.087	.235	2.896	.004

a. Dependent Variable: TI

Crosstabs

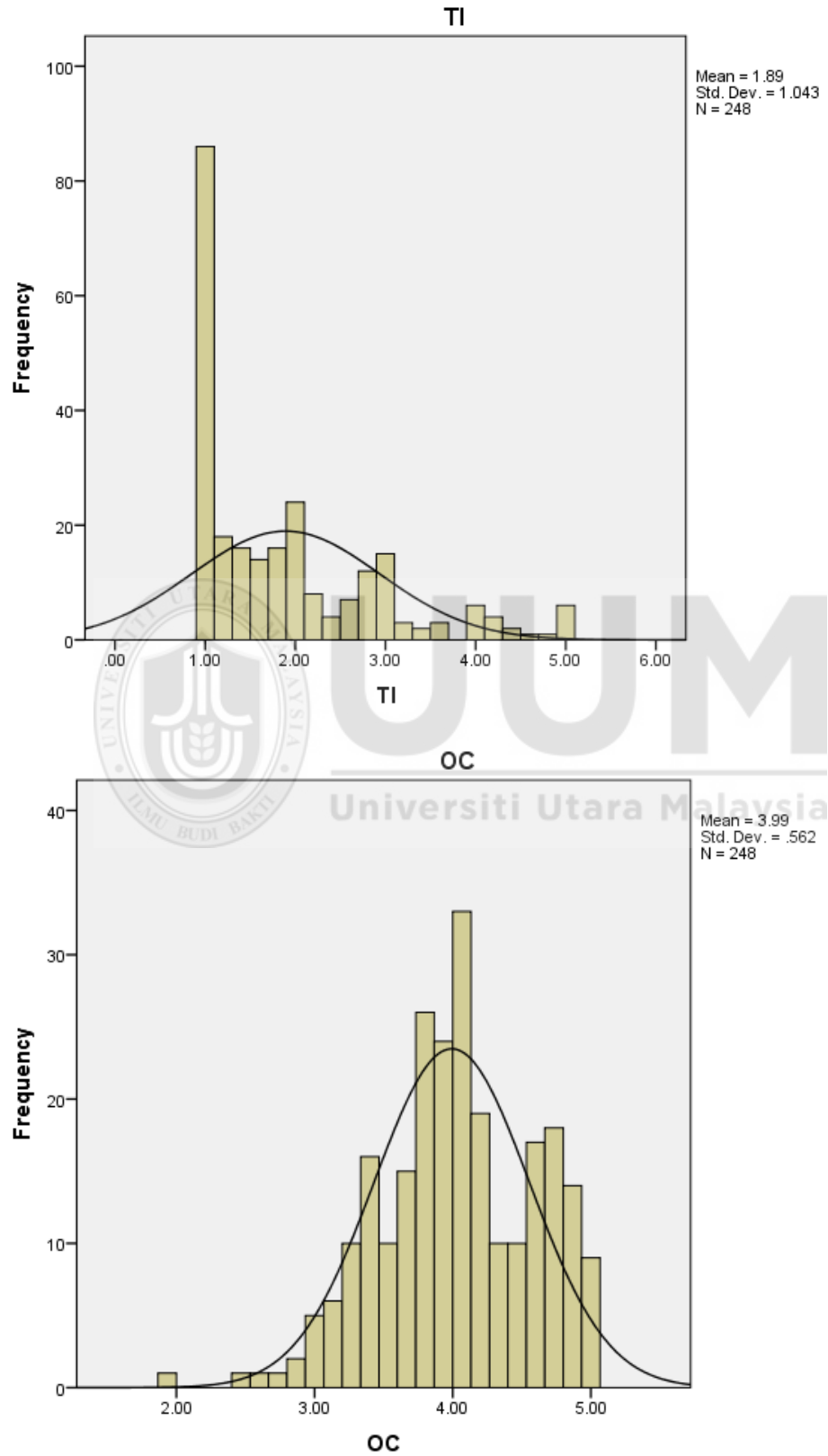
I often think about leaving my current position. * As soon as I find a better job, I will leave this institution Crosstabulation

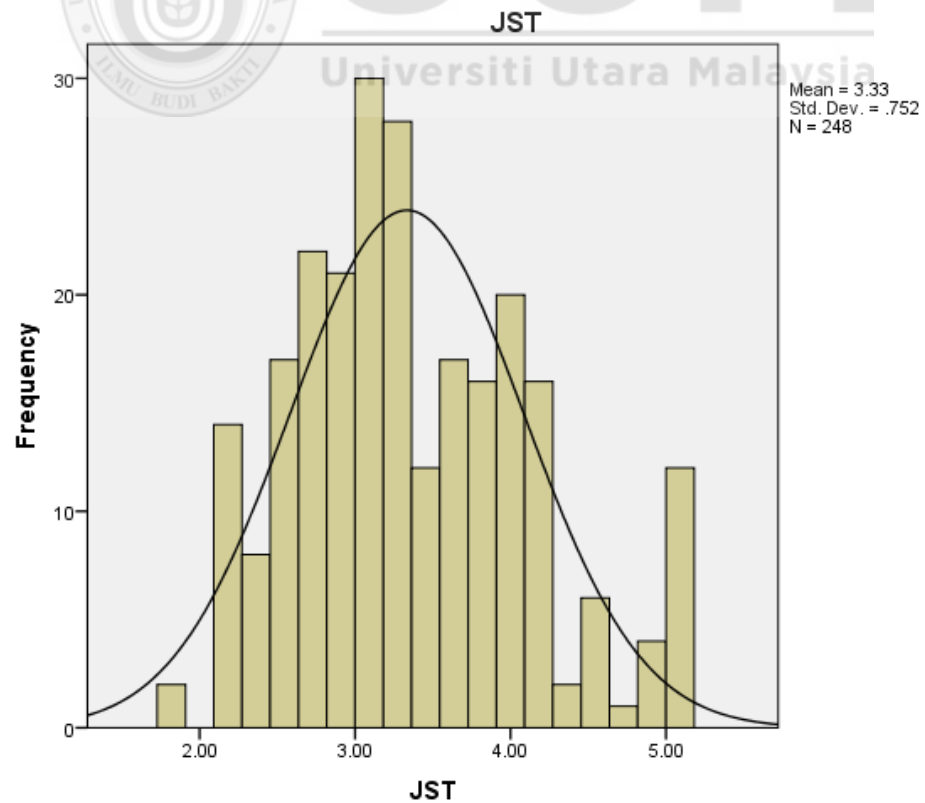
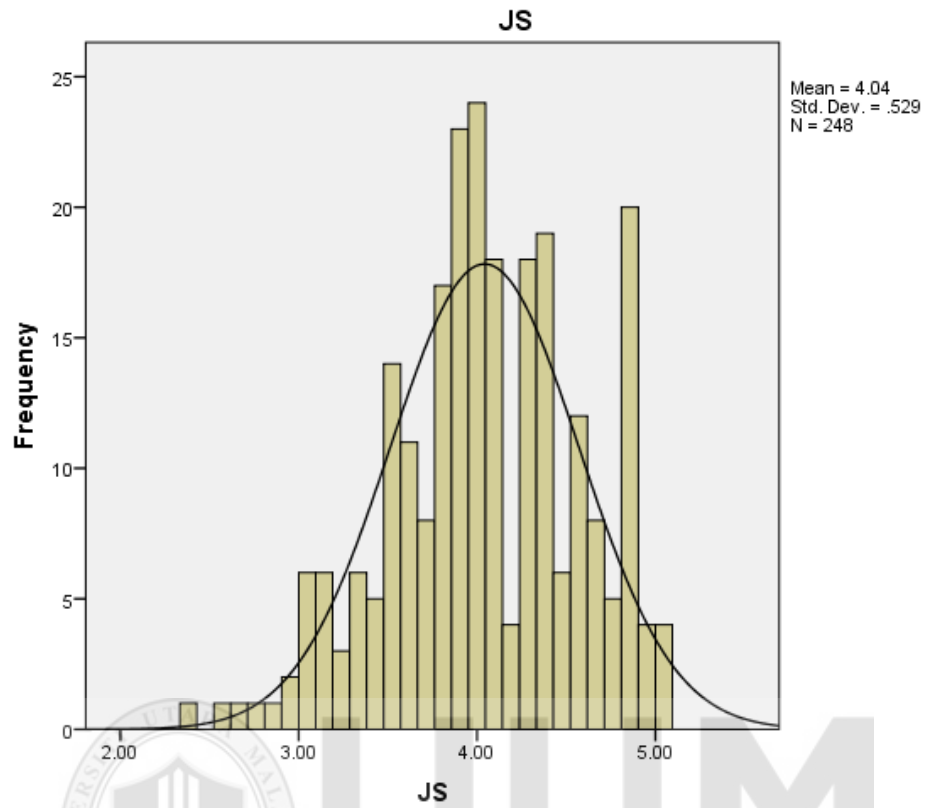
		I will not leave this institution even after i find a better job					Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
I do not think about leaving my current position.	Strongly Disagree	34	0	0	0	0	34
	Disagree	6	67	1	1	2	77
	Undecided	0	2	8	1	1	12
	Agree	0	1	4	21	8	34
	Strongly Agree	1	2	6	8	74	91
Total		41	72	19	31	85	248

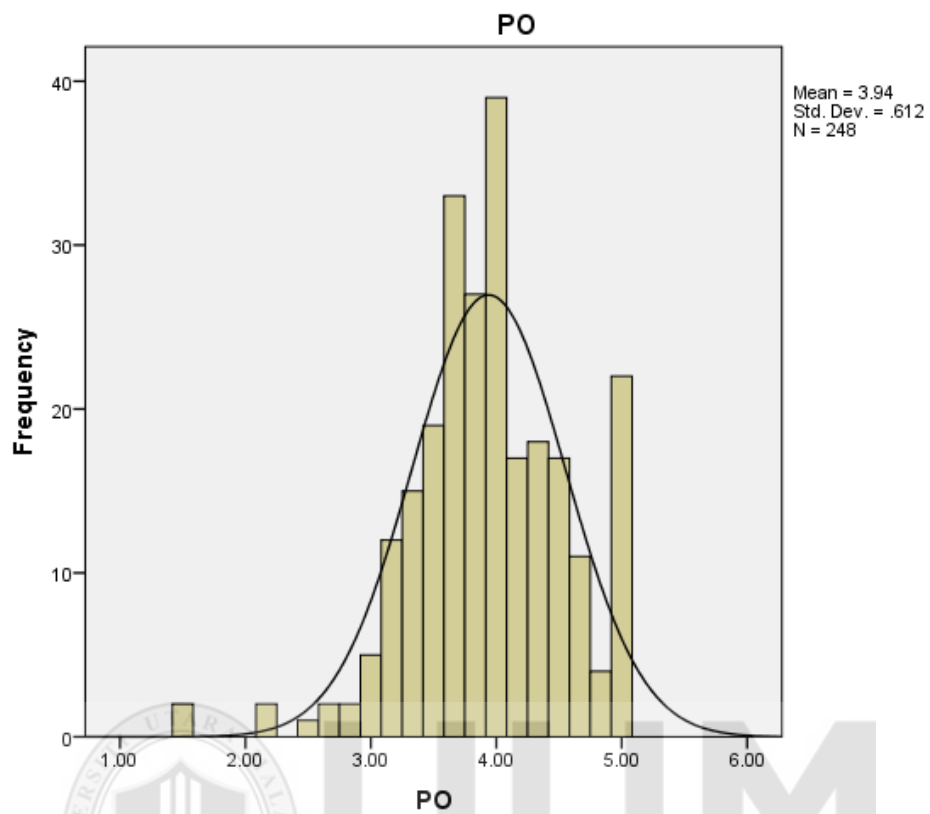
Skewness and Kurtosis

Statistics						
Variables		TI	OC	JS	JST	PO
N	Valid	248	248	248	248	248
	Missing	0	0	0	0	0
Skewness		1.268	-.283	-.399	.403	-.491
Std. Error of Skewness		.155	.155	.155	.155	.155
Kurtosis		.927	-.023	-.003	-.382	1.405
Std. Error of Kurtosis		.308	.308	.308	.308	.308

Histograms







APPENDIX C

Variables Coding

Variables	Items
TI	Turnover Intention
TI1	I do not think about leaving my current position.
TI2	I will not leave my current position within the next three months
TI3	I am not actively seeking employment with another organisation.
TI4	I will be working for this institution five years from now
TI5	I will not leave this institution even after i find a better job
OC	Organisation Commitment
OC1	I am willing to put in a great deal of effort beyond that normally expected in order to help this organisation be successful.
OC2	I mention to my friends that this organisation is a great organisation to work for.
OC3	I feel loyal to this organisation.
OC4	I would accept almost any type of job assignment in order to keep working for this organisation.
OC5	I find that my values and the organisation's values are very similar.
OC6	I am proud to tell others that I am part of this organisation.
OC7	I would not work for a different organisation even if the type of work was similar.
OC8	This organisation really inspires the very best in me in the way of job performance.
OC9	It would take a major change in my present circumstances to cause me to leave this organisation.

OC10	I am extremely glad that I chose this organisation to work for over others I was considering at the time I joined.
OC11	There's much to be gained by sticking with this organisation indefinitely.
OC12	I agree with this organisation's policies on important matters relating to its employees.
OC13	I really care about the fate of this organisation.
OC14	For me this is the best of all possible organisations for which to work.
OC15	Deciding to work for this organisation was a good choice on my part.
JS	Job Satisfaction
JS1	I am satisfied with the working environment
JS2	I am satisfied with the job location.
JS3	I am satisfied with the present working hour.
JS4	I am satisfied with the existing salary structure
JS5	I am satisfied with the compensation I get & I think it matches with my responsibility
JS6	I am happy with my work responsibilities.
JS7	I feel comfortable in carrying out my responsibilities.
JS8	I am satisfied with work relationships with the people around me.
JS9	I am satisfied with various activities in the firm & love participating in them.
JS10	I am happy with the overall job security.
JS11	I feel that the salary that I receive is up to my academic qualification
JS12	I am satisfied with the given right to put forward my opinions.

JS13	I am satisfied with the leaders in my workplace as positive role models.
JS14	I am happy with the relationship I have with my co-workers
JS15	I am satisfied with the present performance appraisal policy of the organisation.
JS16	I am happy with the recognition and rewards for my outstanding works and contributions.
JS17	I am satisfied and think I've been awarded the right set of duties, as per my ability.
JS18	I am satisfied & able to maintain a healthy balance between work and family life.
JS19	Fulfilling my responsibilities give me a feeling of satisfaction & personal achievement.
JS20	I am satisfied with the leave policy
JS21	I have good relationship with my immediate supervisor
JST	Job Stress
JST1	I know the procedures to use to get my job done
JST2	I know exactly what is expected of me in my job
JST3	I work under clear directives
JST4	I do not get conflicting job requests from different supervisors
JST5	I get consistent job requests from my immediate supervisor
JST6	I have enough time to get everything done in my job
JST7	My workload is not heavy
JST8	I do not have any difficulty getting supplies needed for my job
JST9	I have adequate equipment to do my job.

JST10	I have enough resources to get everything done on my job.	
JST11	I have enough support services to do my job.	
PO	Promotion Opportunity	
PO1	The organisation provides opportunities for career advancement	
PO2	I am well aware of the criteria for promotion	
PO3	The promotion policy is based on excellence	
PO4	The promotion policy is fair	
PO5	Promotion exercise is held regularly	
PO6	The promotion policy is similar to the policy of the other institutions	
Socio Demographic Information		
Variables	Values	Item
Gender	1	Male
	2	Female
Age	1	21-29 years old
	2	30-39 years old
	3	40-49 years old
	4	50-59 years old
Highest Education Qualification	1	STPM / Matriculation / College
	2	Diploma
	3	Bachelor’s Degree

	4	Masters Degree
	5	Doctoral Degree
Years of Service	1	1-5 years
	2	6-10 years
	3	11-20 years
	4	More than 21 years
Grade	1	DH VU7
	2	DH 53/54
	3	DH 51/52
	4	DH 47/48
	5	DH 43/44
	6	DH 41/42
	7	DH 33/34
	8	DH 31/32
	9	DH 29
Salary	1	RM 2,000 and below
	2	RM 2,001 – RM 4,000
	3	RM 4,001 – RM 6,000
	4	RM 6,001 and above
Role	1	Supervisory <i>Penyeliaan</i>
	2	Non-Supervisory <i>Bukan Penyeliaan</i>

APPENDIX D
Mean Value Analysis

Variable and Item	Mean Value	Ranking
Turnover Intention		
TI1	3.29	4
TI2	3.42	1
TI3	3.41	2
TI4	3.38	3
TI5	3.19	5
Grand Mean	3.34	
Organisation Commitment		
OC1	4.31	1
OC2	4.13	4
OC3	3.90	11
OC4	3.75	14
OC5	3.92	10
OC6	4.30	2
OC7	3.99	8
OC8	4.02	7
OC9	3.47	15

Variable and Item	Mean Value	Ranking
OC10	4.13	5
OC11	3.85	12
OC12	3.84	13
OC13	4.21	3
OC14	4.08	6
OC15	3.97	9
Grand Mean	3.99	
Job Satisfaction		
JS1	4.05	13
JS2	4.09	11
JS3	4.34	4
JS4	3.72	20
JS5	3.77	18
JS6	4.11	10
JS7	4.30	6
JS8	4.36	1
JS9	4.27	7

Variable and Item	Mean Value	Ranking
JS10	4.31	5
JS11	2.92	21
JS12	3.85	17
JS13	3.77	19
JS14	4.35	2
JS15	3.96	15
JS16	3.87	16
JS17	4.02	14
JS18	4.08	12
JS19	4.18	9
JS20	4.20	8
JS21	4.35	3
Grand Mean	4.04	
Job Stress		
JST1	4.25	2
JST2	4.29	1
JST3	3.01	8

Variable and Item	Mean Value	Ranking
JST4	3.01	9
JST5	3.89	3
JST6	3.10	4
JST7	3.02	7
JST8	3.09	5
JST9	3.04	6
JST10	2.96	11
JST11	3.00	10
Grand Mean	3.33	
Promotion Opportunity		
PO1	4.25	1
PO2	4.12	2
PO3	4.03	3
PO4	3.78	5
PO5	3.96	4
PO6	3.49	6
Grand Mean	3.94	

APPENDIX E

Reflection Towards Connection of the Higher Education Officers to the Organisation

Question	Agree	Diasagree
I mention to my friends that this organisation is a great organisation to work for.	119	120
I find that my values and the organisation's values are very similar.	112	116
I am proud to tell others that I am part of this organization	124	116
I agree with this organisation's policies on important matters relating to its employees	105	120
I really care about the fate of this organization	192	45

Source: Data Generated by SPSS Statistics

